

# *The* WESTERN SCHOOL JOURNAL

— INCORPORATING —

*A Bulletin of the Department of Education for Manitoba  
A Bulletin of the Manitoba Educational Association*

WINNIPEG  
Mr. S. H. Forrest  
SOURIS

## WHY I TEACH

Louis Burton Woodward

(State Normal School, Gorham, Maine)

Because I would be young in soul and mind  
Though years must pass and age my life constrain,  
And I have found no way to lag behind  
The fleeting years, save by the magic chain  
That binds me, youthful, to the youth I love,  
I teach.

Because I would be wise and wisdom find  
From millions gone before whose torch I pass,  
Still burning bright to light the paths that wind  
So steep and rugged, for each lad and lass  
Slow-climbing to the unrevealed above,  
I teach.

Because in passing on the living flame  
That ever brighter burns the ages through  
I have done service that is worth the name  
Can I but say, "The flame of knowledge grew  
A little brighter in the hands I taught,"  
I teach.

Because I know that when life's end I reach  
And thence pass through the gate so wide and deep  
To what I do not know, save what men TEACH,  
That the remembrance of me men will keep  
Is what I've done; and what I have is naught,  
I teach.



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## The Western School Journal

Vol. XXVIII.

Number 4

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# The Western School Journal

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VOL. XXVIII.

WINNIPEG, APRIL, 1933

No. 4

## Editorial

### HONOR TO A CHIEFTAIN

It is not true that pupils forget their teachers. Evidence of this was furnished last week when over four hundred old pupils of the Central School—now called the Victoria-Albert School in Winnipeg—met to do honor to the principal who was in charge from 1896-1907. Boys and girls had grown to be men and women. They came together after the years to meet around the table and to do honor to one whom they respected as a father and friend. Why was J. W. Beckett remembered so kindly? Because he was worthy of his office. He was not a man who sought public honor. He rarely appeared on committees and was never known to act as a member of a delegation. He never posed as a convention orator. But his whole life was given to his pupils. He knew them one by one. Even after the years he was able to call them by their Christian names. He knew them in their strength and their weakness; was able to take into account their home conditions, their natural abilities, their moral qualities. He was always just. He was always kind even if strict. He never demeaned a pupil by exposing his frailties to

others. He was as wise as a man could be in dealing with a family of over five hundred. So the children all grew to respect him. On Tuesday, March 3rd, they came together to remember him. Mr. Beckett as a teacher was far from narrow. He fathered physical education—in the form of school games. He began the form of school singing which made possible in these days the Musical Festival. The choruses by his classes when he was at Mulvey School brought musical instruction to the front in Winnipeg. His emphasis on thoroughness in the essentials of scholarship and on sincerity and honesty in behavior made him a power for good in the city. Today he is still at work directing effort in a Junior High School along safe lines. Best of all he has the satisfaction of knowing that he has thousands of friends who remember him kindly because he has helped them in their climb to manhood and womanhood. The School Journal congratulates him on his success. In honoring him the old pupils have honored the profession and he has honored the profession by letting people know what good a teacher can do. —J.B.

### EDUCATION OF TRUSTEES

Now that local school boards have decided to retain the management of schools, provision should be made for the education of the members. No one should offer himself for the position unless he is qualified to act intelligently, wisely and fairly. A reading-writing test is altogether insufficient.

There are many things a rural trustee should know, there are things he should be, and things he should do. Consider the following as illustrative:

He should know the conditions and needs of the people of the district; what co-operative actions could be taken



through the school to better life and enrich interests.

He should know the prevailing needs of the children and just what the school can do to help them.

He should know what the purpose of a modern school is, and what aid the teacher should receive in order to carry on her work successfully.

He should know what equipment is necessary for school and playground in order that even a minimum of benefit may be derived from attendance.

He should know what should be taught in school and what form of government is best for the pupils. In this he must be governed not by prejudices of the past but by needs of the present and possibilities of the future.

He should know the difficulties the teacher may have with particularly difficult cases and should be able to give the assistance necessary.

He should know the provisions of the School Act, and should be governed thereby.

He should know the school inspector and other officials of the Department of Education in order to co-operate with them.

He should know what is being done by trustees and people generally to further education. He should take a School Board Journal.

He should be sympathetic with all real efforts to educate children.

He should sympathize with the teacher and aid her to the best of his ability.

He should visit the school from time to time and observe what is being done.

He should see for himself that repairs are made, equipment provided, reasonable comforts assured that caretaking is satisfactorily done, lavatories periodically cleaned, good water provided.

He should meet with the other members of the board and the teacher at least once a month for consultation.

His work should be accepted as a serious responsibility. He is there to provide, at reasonable cost of course, for the welfare of the pupils.

If he is caustic and fault-finding, if he is a bully or if he is working for the

interests of a clique or party he has no right to act.

He should be a father to the children of the district and should exercise a father's wisdom, gentleness, and care.

(This is only a very rough statement. The Journal will welcome a complete outline from any trustee or any reader. Perhaps some one will go so far as to suggest a proper course of training and a qualifying examination for trustees.

### An Offer to Trustees

The School Journal goes to every rural school district in the province. It reaches teachers everywhere. It is therefore the very Journal in which advertisements for teachers should be made. The School Journal will publish freely any advertisement for teachers if the salary offered is mentioned. Naturally further information would be welcomed, but this one item will be enough to begin with. As a suggestion to trustees, might we suggest a form of advertising?

School\_\_\_\_\_ Number\_\_\_\_\_

Post Office \_\_\_\_\_

Average Attendance\_\_\_\_\_

Grades\_\_\_\_\_ to \_\_\_\_\_

Boarding Place (kind and distance).

Building (general condition).

Salary offered \_\_\_\_\_

Name of Secretary\_\_\_\_\_

### The Convention

This is a hard year but everybody will be there that can get there. The committee has outlined a very fine programme.

The Teacher's Federation meets concurrently. It is to meet some serious problems. Let the profession speak as a unit.

The ex-students of the Normal School will remember that the building is open for them on the first evening of Convention. There is no formal programme, but those who are in the profession will have a good opportunity to meet their friends in a social way.



**Mr. Roger Goulet, M.A.**

Last month a fitting tribute was paid to Mr. Roger Goulet by his fellow inspectors. Owing to illness he was compelled to retire from office. At a dinner he was honored by his associates who delighted to recall his virtues, his loyalty to his work, his friendly interest in all the teachers and pupils of his division. For some years he was principal of the Normal School at St. Boniface. He was undoubtedly the most influential personality in districts where French is the customary speech of the people. Mr. Goulet is a man of fine scholarship, has a natural refinement and is a prince of good fellows. May he have many years to enjoy a well deserved rest.

**The Problem Paper of Last Month**

Unfortunately there was an error in the problem paper on page 86 last month. In the last question the rate should have been given as six per cent. Some teachers supplied a per cent and marked accordingly. That was quite allowable. There have been many answers received, but on account of this error, the full result will not be given until next month. The answers are:

1. 13,140; 2. 80,154,072; 3. 19,200;
4. 2,112; 5.  $58\frac{1}{2}$ ; 6. 35 cents; 7. 24;
8. 9358.

(In the last question the interest for a year is \$720.00 or \$2.00 a day. The full time is 13 years less one day. Therefore the interest is  $\$(720 \times 13) - \$2 = \$9,358.$ )

**A NEW INDUSTRY**

One hundred and thirty-five Canadians are employed in the manufacture of "Cellophane" at Shawinigan Falls, and large quantities of home-produced spruce wood-pulp, besides many chemicals made in Canada, are used in the process.

The transformation of the spruce pulp that looks like heavy cardboard sheets into the scintillating and diaphanous films that we see used everywhere for a multitude of purposes is a highly interesting one. The chief ingredient—wood-pulp—arrives in sheets on the fifth floor of the factory, where it is placed in a press and steeped in caustic soda. The compound which results is shredded on the fourth floor and "aged" on the third. Delivered to the second floor, the "aged" alkali cellulose is placed in a rotating barrel with carbon bisulphide and changes to orange cellulose xanthate. On the first floor the xanthate forms an orange-

coloured liquid, known as viscose, when mixed with a solution of caustic soda. Large storage tanks receive the viscose for ripening before it is ready to be cast.

It is not generally known that up to this point "Cellophane" is basically the same as artificial silk, and that the difference comes at the casting stage. Silk is extruded in fine threads, while "Cellophane" takes form in thin sheets.

When the viscose is properly ripened it is forced under pressure into an acid bath where it coagulates and forms a continuous film of the required thickness. A set of rollers carries the film through a washing and bleaching process into a bath containing glycerol—a liquid which increases the pliability of the film. After the film has been dried over heated rollers, it is taken to the finishing area for a last inspection, packing and shipment to all parts of the Dominion and Newfoundland.



**THE OFFICIAL ORGAN OF THE DEPARTMENT OF EDUCATION**

# Departmental Bulletin

**The Journal provided by the Department of Education for the use of the teachers is the property of the school and must be kept in the school library for future reference.**

## Colorado School of Mines

The Colorado School of Mines offers annually one scholarship for a student from Manitoba who may wish to attend that School. This School offers courses leading to degrees in mining engineering, metallurgical engineering, geological engineering and petroleum engineering, and in addition elective courses in coal mining, fuel engineering, ceramic engineering, geophysics, the production and utilization of cements, etc.

The scholarship exempts the holder from payment of all laboratory and tuition fees during the period of four years and these average approximately \$250.00 per annum. In addition to the regular Matriculation course the requirements for entrance include certain work in Advanced Algebra and in Solid Geometry. Both Physics and Chemistry also are required units.

Applications are made through the Department of Education and the Department will be glad to furnish any student with any further information he may desire if he is really interested in the matter.

## Arbor Day

Arbor Day is a day that is selected annually for the specific purposes of encouraging tree planting and the beautification of school and home grounds. The teachers should devote a portion of this day to a general spring clean up of the school premises and to any preparation of flower beds and borders possible at this season. If the

grounds have not been planted with trees and shrubs, it may be possible to start on a regular planting programme along this line. It was never the intention that Arbor Day should be a full school holiday, as the purpose for which the day is set apart cannot be served by closing the school.

## School Libraries

In view of existing conditions it has been decided to forego the usual additions to the school library as called for by sub-section (1) of section 288 of "The Public Schools Act." No library requisitions will be distributed to the schools this year.

## Receipt of Application Forms

The signature of the Principal on the application form of the candidates will be taken by the Department to indicate that the Principal has carefully checked the particulars as stated by the pupil on the application form and has found them to be correct in every particular. Receipt of application forms is not acknowledged by the Department.

## Time-Table Adjustments

Slight adjustments have been made on the June Time-Table. Teachers are advised to read carefully the time-table as shown on the back of the application form.

## Special Notice

All schools which have pupils in Grades IX. and X. and which are not



recognized secondary schools should forward to the Registrar, Department of Education, immediately, the following information:

Name of School.

Name and address of School Principal.

Name of Inspector.

Number of students in Grades IX. and X.

### Physical Education, Grade XI.

An effort is being made by the Department to check the work in Physical Education. The Provincial Director of Physical Education will visit some of the schools during May and June. A Grade XI. examination in Physical Education will be conducted in June, as shown on the time-table. The paper will be of one hour's duration and may be considered for promotion purposes.

### Physics and Chemistry

Students who are taking Physics or Chemistry in Grade X. in lieu of Biology must write the Grade XI. examination of the Manitoba Board of Examinations in Physics or Chemistry. Principals should notify the Registrar, Department of Education, not later than May 2nd, of the number of Grade X. students in their schools who require a Grade XI. paper in Physics or Chemistry. No additional fee will be charged for this examination. In notifying the Department the following information is necessary:

Name of School.

Post Office Address.

Name of Principal.

Number of Grade X. students who wish to write Grade XI. Physics or Chemistry.

### Students Who Failed in the March Examinations

Students who were not successful in the March examinations and still have conditions from either Grade IX. or X. are not eligible to write the whole of the Grade XI. examinations in June. In exceptional cases where the Principal

of the school feels that the candidate is doing well in Grade XI. and that it would be imposing a hardship on the student by refusing permission to write Grade XI. next midsummer, the Board is prepared to receive for consideration the Principal's recommendation as to whether the candidate concerned should be permitted to defer his condition until after he has tried the Grade XI. examinations. If this permission is granted it will be on the distinct understanding that any credit that such a candidate secures on his Grade XI. examination, will be held in abeyance until such time as he removes his condition.

### Expiry Date of Teachers' Certificates

Teachers whose certificates expire as a license to teach on June 30th, 1933, and who are eligible for a permanent certificate should see that all the regulations necessary for the issuing of the permanent certificate have been complied with. Before any permanent certificate can be issued we must have:

1st—The Inspector's recommendation.

2nd—The Reading Course certificate.

It is the duty of all such teachers to approach the Inspector with respect to complying with the Reading Course requirements and to ask him to send direct to the Department any recommendation he is prepared to make concerning the issuing of permanent certificates.

Teachers who attended a First or Second Class Normal School Session last year and who hold certificates valid for one year and renewable for three years should ask the inspector on his next visit for a recommendation for further renewal. The teacher should forward to the Department the certificate and card. Teachers are advised that they are not eligible to sign a contract with a School Board unless they hold a valid license to teach.

In all correspondence with the Department concerning your certificates be sure to sign your name in full, avoiding the use of initials.



All Secondary Schools will be centres for Grades IX. to XII. inclusive. They will be listed on the back of the Grade XI. application forms. Other approved centres will also be shown. Grades VIII. to X. for the most part will write school examinations and for this reason no requests for Grades IX. and X. centres have been approved. **Non-recommended students in Grades IX. and X. will write at the nearest Grade XI. examination centre.**

### **Manitoba Summer School Teachers' Training Courses**

Teachers interested in the training courses being conducted by the Manitoba Summer School in July and August next, may obtain the texts and reference books from:

The Manitoba Text Book Bureau,  
146-148 Notre Dame Avenue, East, Winnipeg.

A complete price list has been issued and is available at their office for the asking, or from the Registrar, Department of Education.

### **CO-OPERATION WITH THE POST OFFICE**

From the days when the Pharaohs of Egypt sent tablets of clay to the governors of the provinces down to the present time, the importance of the communication service has been realized. Today it can be said that the Postal Service is one of the strongest links of Empire and Dominion; in the social and business life of the Dominion it plays a paramount part. It is important, therefore, that this service be widely understood in order that the fullest use may be made of its many facilities.

At the present time the Canadian Postal Service is Canada's biggest business and to maintain it at its fullest efficiency requires the help and co-operation of the mailing public. Teachers can assist greatly in bringing about co-operation by instructing pupils on such points as the necessity for careful addressing, proper packing of parcels, prepayment of postage, etc. Each year 2,000,000 articles reach the Dead Letter Office because the mailers have been at fault in some particular of mail preparation. This enormous economic waste could be avoided by a little training and foresight.

It is suggested that pupils be given instruction on correct mail addressing, and other details of co-operation as outlined below. The following points should be stressed:

1. In the case of mail for cities always address to street and number.

For the smaller town the box number should be used or the number of the rural route in case the mail is so delivered.

2. The name of the province should always appear and it is better to write it out in full because abbreviations may be confusing.

3. Envelopes should not be larger than  $4\frac{1}{2} \times 9\frac{1}{2}$  inches nor smaller than  $3 \times 4$  inches. Larger envelopes will not go through cancelling machines nor can they be readily sorted into the sortation cases. Envelopes smaller than  $3 \times 4$  inches likewise cause difficulty in the cancelling machines, and moreover, there is so little space for the address and stamps that date stamps and cancellation marks may obliterate part of the address.

4. The sender's return address should be placed in the upper left-hand corner so that if, for any reason, the article can not be delivered it will be returned unopened.

5. Stamps should be in the upper right-hand corner and care should be taken to fully prepay postage because any shortage is doubled and collected from the addressee. It is also advisable to use a single denomination stamp instead of two or three stamps, because the use of many stamps may add to cancelling difficulties.

6. When writing to places outside of Canada add the name of the country in full.



7. Never enclose coins or other hard objects in letters. If it is necessary to send money it is much more safely transmitted by means of Post Office Money Orders or Postal Notes.

8. Parcels should be very carefully packed with the thought in mind that they have to journey for many miles in company with other parcels, possibly travelling a part of the way at the bottom of the mail bag with the weight of other parcels on top. Light cardboard boxes with thin paper and weak string do not provide the necessary protection. Full instructions on packing may be obtained from the Post Office or may be made the subject of a later article.

9. Legible writing is particularly important. Mail sorters have to work at

top speed handling the many thousand articles they receive every day and if their task is complicated by bad writing then the chance of error or the mis-sending of a letter or parcel is greatly increased. Good writing is to be desired at all times but particularly so when writing letters; not only does it help the postal workers but the addressee gets a much better impression of the sender when the letter is carefully addressed and well written.

It is believed that the instruction on the above points can be made to serve a useful school purpose as well as a postal purpose. It can be emphasized that attention to details, neatness, good writing, etc., are as important in business as in school work.

## Special Articles

### WATER COLOUR AND WATER COLOUR ARTISTS

(Copyright)

Water colour painting is only a particular form of tempera. Long ago artists bought the dry pigment in powder and resorted to all sorts of experiments in choosing a mixing medium; the yolk of egg was often used; many of Botticelli's paintings and those of his contemporaries are done with such a mixture. Sometimes gums were used with a little honey or glycerine to prevent drying too fast. Often these colours were allowed to dry in little cakes and then moistened with water when needed. This was the first water colour. It was used for the illustrated papyrus rolls in early Egypt, as well as years later for the illuminated MSS. of the Mediæval period. However in the MSS. the pigments were usually mixed with white; this made them opaque or "body colours."

But water colour painting in the modern sense is transparent and there is no historical connection between the water colour painting of Ancient or

Mediæval times and the modern practice.

How did modern water colour painting develop? These were the steps of its evolution.

I. A wash of transparent colour was used to re-inforce an outline drawing in pen or pencil. (16th and 17th Century.)

II. The advance was next from line to tone; that is there was gradual recognition of the importance of the WASH as distinct from the line! From being a mere adjunct to the pen-line the WASH began to lend itself to suggest a certain amount of modelling by a suggestion of light and dark tones or light and dark washes. Thus advance was made to a complete monochrome but **the firm outline still held an important place.**

III. The element of colour was first introduced in the form of neutral tints. Sky and distance were suggested with



washes of cool grey tones. Warmer tints of brown were used for the foreground.

IV. Then water colour became completely delivered of its servitude. Thos. Girtin, 1775-1802 (the great genius who like Masaccio died young) gave us the direct clean brush drawing and dealt with tones and colours of nature. Summary:

- I. Water colour drawings.
- II. Monochromes.
- III. Neutral tints in variety.
- IV. Full colour.

In this last we have water colour rivalling the force and completeness of painting in oil. Should it do so, or because of its transparent qualities should it revert to the early time use for water colour drawings?

Thos. Girtin, John Sell Cotman, David Cox, P. de Wint and Turner, all contemporaries of the 19th Century thought that it should not revert to the early form of use. Terriek Williams who has done some very beautiful water colours last year thought it should.

Note—If teachers are interested in this discussion kindly notify the Department of Education and we shall debate the subject in another issue.

Teachers who have the opportunity of travelling overseas should make a point of seeing good collections of master productions in water colour. These works may be seen principally in the Victoria and Albert Museum and British Museum. A few of Turner's are also in the Tate Gallery.

### Modern Water Colour Societies

England has two: **The Royal Water Colour Society** and **"The Royal Institute."** Each has its own gallery. They are in Picadilly near Burlington House, home of the Royal Academy.

Scotland has one: **"Royal Scottish Society of Painters in Water Colour."**

Canada may well boast of her **"Canadian Water Colour Society."** It has just been invited by the "Royal

Scottish Society to exhibit in Edinburgh. High praise thus comes to the artists of our home land. **After the collection is shown in Edinburgh it is intended for exhibition in other countries.** W. J. Phillips of Winnipeg has paintings in the exhibit.

Teachers who travel east should visit the galleries of the capital city as representative work will be found there.

The Canadian Water Colour Society was founded in 1927. Fred Brigden of Toronto was elected president and held that post of honour for three years. Chas. Comfort formerly of Winnipeg has lately been elected president and it is interesting to note that the first prize given Comfort when a boy was presented to him by Fred Brigden then a resident of Winnipeg.

W. J. Phillips has held the position of vice-president since the beginning.

There are about twenty members; names which come to mind are: Frank Carmichael, A. J. Casson, L. A. C. Panton (Secretary) and A. C. Leighton, (formerly of England) and Peter Haworth.

Canadian citizens should take an intelligent interest in the art life of their country. They would be disagreeably surprised to learn that the Royal Canadian Academy of Art refused to admit as a member a President of the Canadian Water Colour Society on the ground that he happens to be connected with commerce. He paints in both oil and water colour, is an excellent draughtsman; his pictures hang in the National Gallery at Ottawa.

Is petty jealousy to reign or is the injustice to be removed? Or will Canadians back a society that stoops to play politics, shielding itself behind a foolish technicality? If a man is an artist he is an artist independently of every other fact. Artists who cannot recognize this are but bringing discredit on their own judgment.

Agnes Hammell,

Supervisor, Winnipeg Schools.



## THE FIRST "CROCUS"

It is a beautiful custom to arise on Sunday morning, answer the musical summons of the chimes and worship God in the sanctified atmosphere of sombre stone and stained glass. Yet there are people, often those whom we least suspect of having any interest in things secular, who worship their Maker in many and devious ways, outside the bounds of church.

Ah, fortunate folk who can see God in the dazzling blue depth of the lake, whose waters lap the shores of the horizon, or who can behold Him in the waxen flawlessness of the perfect rose.

Who of these have not on their Sunday morning rambles been conscious of His presence, perhaps standing beneath the trembling aspen or beside the noisy brook whose very babbling seemed to be hushed in reverence at His approach? Indeed what picture could be perfect without God?

Who can doubt eternity in the spring? All nature begins to stir after its' winter of seeming death. Waterways, great and small, break down their crystal barriers, the snow king flees before the advent of the warm golden sun, the inimitable note of the meadowlark is heard from a nearby

fence post—and "God fulfills Himself in many ways"——.

Little children in two's and three's carrying tin pails and baskets begin to wander over the brown hill-side. They are seeking spring's first gift to the prairies—the little purple blossom that nestles so modestly against the bosom of the earth.

The first few days nothing can be seen but hundreds of furry little points of grey-green, like inquiring little noses pushed up to test the strength of the sunshine, and the gentleness of the south-west winds. By and by the grey-green melts into a grey-blue—and suddenly one morning some child is chosen by God to find the first "crocus" of spring—the little wind flower of the plains. How beautiful these small anemones are; the cone shaped corolla, with its petals of delicate blue and a heart of pure gold! No wonder the little folks sometimes say that a piece of Heaven fell down when they see a vast field of them spreading left to right as far as the eye can reach.

Come, all ye worshippers of God in nature, hidden in the lowly beauty of the first flower of spring you shall surely find Him.

—Clara McNeil.

## DRAMA IN THE SCHOOLS

(By Ida M. Davidson, M.A.)

To make any subject on the course of study interesting to the child has been in the eyes of educationalists, of the greatest importance. Many methods have been tried, many different methods must be used, but there is one method which has received far less attention from educationalists than its importance would seem to merit and this is the dramatic form of presentation.

We think there are few to-day who have anything to do with children who would deny that the dramatic form of presentation does hold tremendous possibilities in the development of the child. The importance of this form of

presentation has not until recent years been fully recognized. To-day, however, it is quite generally conceded that pleasurable methods of teaching and learning may also be thorough and that pleasure in learning makes for a quickened and lasting retention far in excess of that achieved by routine work.

The play derives its special significance for education and for culture from the fact that it is the meeting ground of the two great impulses—the impulse of work and the impulse of play. The dramatic instinct is strong in all of us and it is particularly strong in children. It is in fact the child's most



natural form of expression. Given the proper instruction and guidance this instinct may be turned into very worthy channels. If it is allowed to "run wild" it may develop into "acting up," a form of child activity which parents and teachers know often too well. This natural instinct of the child is one which should be developed and utilized to a far greater extent than has so far been done.

Another important educational value in the dramatic form of presentation is that it offers an excellent opportunity to develop in the child the art of speaking with ease before others. Speaking is the normal mode of conveying ideas from one person to another and one would imagine that much thought and effort would be placed on this phase of school activity.

The boy who takes part in a play will forget himself in his subject and lose all trace of self-consciousness. Let the literature teacher produce a play based on Stevenson's "Treasure Island" with some Grade IX. boys. Great gangling boys will lose their shyness and forget their growing pains as they strut and bluster in the role of Billy Bones and his pirate crew. Such active first-hand study of this Stevenson classic will bring about a delight and an appreciation that the mere reading would fail to give.

Let the history teacher produce a play based on Lord Selkirk's work in the Red River district and the Grade VIII. boys who take part will put themselves whole-heartedly into the role of Selkirk sympathizers or Nor'-West sympathizers. When they have finished they will know the history of that period because they have actually lived it through the character which they portrayed. They have "learned by doing"—the safest and surest method of learning any subject. The boys who have taken part in the play will also have developed the ability to speak with ease before others and this is an ability which should prove of tremendous advantage to them in their adult life.

We might note further that the play is a means of bringing a measure of relief from the rather deadly monotony of the ordinary school routine. Monotony bores children and a bored child is not efficient. One writer on this subject says "Nothing sensational is required to relieve the monotony, but if the monotony is not relieved something sensational is sure to happen. The child who is given an opportunity to lose himself for a brief time in the thoughts and actions of the great heroes of the past is transported for that brief moment from the work-a-day hum-drum monotony of the daily routine. Afterwards he is able to carry on effectively the daily routine work of the school.

Perhaps to-day adults do not recognize as clearly as they should the desire inherent in children for adventure. One writer on pedagogy inquired from a number of adults in both the business and professional world their reasons, so far as they could remember them, for the misdemeanors of their youth. In almost every case the answer was that they desired adventure and a release from the deadly monotony of the school routine. This writer notes, however, that exciting adventures as adults understand the word are not needed. Children are imaginative and think excitement into simple matters if they are given the chance to freely exercise their natural instincts and to carry through their own plans in competition or in co-operation with one another.

What better avenue for romance or adventure could the teacher provide for the pupil than to give him an opportunity to take part in an historical play or in a dramatized selection from his literature. Let the child, through the school play, take part in the adventures of Radisson or Groseilliers; let him for a brief time imagine himself Prince Rupert, the daring buccaneer, or King Charles, the merry monarch; let him in the person of Wolfe lead his men on to the capture of Quebec, or in the person of Isaac Brock drive the invaders up the slopes and over the precipice at Queenston Heights, and he will not



only know the history of that period but he will have satisfied his craving for adventure and will then be willing to carry on the ordinary routine work of the school.

The aim of the school play is not to produce a finished actor or actress. It is not merely to give an outlet to that super-abundance of physical energy with which most children are endowed. It is a means of bringing out in the child beauty, poise, self-development. Just as art and music stimulate and direct the child's instinctive love of form and color and sound, and make him see and hear with an eye and an ear for beauty so the play ought to stimulate his appreciation and his understanding of life and people.

Through the dramatic form of presentation the fires of the imagination may be kindled and with the kindling of the imagination will come penetration, understanding, sympathy, feeling. Ernest Raymond in his book "Through Literature to Life" tells of the tremendous influence for good that his schoolmaster Elam had upon him. Elam was lacking in many of the manly virtues but one virtue he did have and that was the power to stimulate the imagination. It is Ernest Raymond's Elam who says: "I don't care two-pence about giving you facts—anybody can give you facts—and anybody can remember facts. I'm going to give you ideas. I don't think it matters much if the ideas are right or wrong—so long as you think and feel. I don't want to teach you to know but to interpret. See." Any fool can know. Wisdom comes when you begin to interpret. Your brain shouldn't be a cold-storage chamber but a powerhouse.

Through the dramatic method the child will see a thrilling significance in the subject about which he studies. He will become more fully awake and aware to the full significance of the men and of the events about which he studies. His horizon will widen and widen. His experiences will become to him "an arch where through gleams the untravelled world." He will see

things more clearly. History or literature presented in this form will take on for the child a different meaning and he will not grudge the time and labor that is necessary to secure a further knowledge of its riches. History and literature will then be regarded by the child as an adventure—as a spiritual adventure.

The following history plays may be secured through the Manitoba Text Book Bureau, Winnipeg, for the moderate cost of twenty-five cents per copy post paid:

1. Lord Selkirk.
2. Gentlemen Adventurers  
(the founding of the Hudson's Bay Company).
3. Alexander Mackenzie.
4. The Acadian Tragedy.
5. (a) The Capture of Quebec.  
(b) Madeline De Vercheres.
6. (a) Isaac Brock.  
(b) Laura Secord.

## EASTER CONVENTION

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**TEACHERS' HELPS    CORRESPONDENCE TUITION**





DEPARTMENT OF THE  
*Manitoba Educational Association*

H. J. RUSSELL, A.C.I.S., *Secretary*  
 255 Machray Avenue, Winnipeg Man.

BRO. JOSEPH, S.M.,  
*President*

## TWENTY-EGTH CONVENTION

(By H.J.R.)

The programme outlining the 28th Annual Convention of the Manitoba Educational Association is now, we hope, in the hands of all of our members. In defiance of the depression we instructed the printers to produce it on paper of a colour described in the printing trade as goldenrod. In case any of our esteemed members may have mistaken our programme for an announcement of something not nearly so important as an educational convention, we respectfully suggest that they scan once more the details of the thirty-three meetings and then let the conviction seize them that they simply must come to Winnipeg and take in "the Convention."

We have said that there are thirty-three meetings but let us hasten to add that not all of them are devoted to the serious business of learning how to teach French better than we have ever taught it before, or of learning how to teach mathematics so that we may escape the charge of adding to the miseries of childhood. Even a casual glance through our programme will show that we have provided for the gay as well as for the grave, for the sight-seer as well as for the listener, and even for the hungry—although these last must pay their own way.

Our programme this year, even if we must say so ourselves, is worthy of consideration and of attendance. It is based on the idea that "education is not an equipment for getting on in the world but for understanding it. And to understand it we need something more than technical proficiency in any special work, however large its scope and im-

portant its character. Technical proficiency is the qualification of a clever slave; understanding is the quality of the freeman." Observe the titles of some of our addresses: Investigations in Reading—The Future of Writing—The Modern Drama—Teaching Dull and Retarded Children—The Educational Outlook—Education in a Democracy—Research in Education—The Romance of Manitoba History—From Churchill to Bristol on a Cargo Boat—Objective Tests in Science—The Vocational Guidance of Youth—Seven Oaks: An Historical Play—The Present Situation of Mathematics—An Appraisal of Home Economics Education. There must be something here for all of us who are sharing in the adventure of encouraging young Canada to tread the way of understanding.

Then there are the special occasions: lunches (if we may include them under the heading of "occasions"); the General Session at the Playhouse; afternoon tea with the Hudson's Bay Company; First Annual World's Model Fair at the great Winnipeg Auditorium; Reunion Dance in the Crystal Ball Room at our headquarters, the Royal Alexandra Hotel; Musical contributions before the various sections; and the Manitoba High School Orchestra at the Walker Theatre.

Our visiting speakers we have left almost to the last: Dr. Lorne Pierce, of Toronto; Dr. Buswell, of Chicago; and Dr. Homer J. Smith, of Minneapolis. As to what they are to say to us, please refer to the programme, with our assurance that their messages will be well worth while. We believe, too, that our



genial President, Brother Joseph, is going to strike home with his presidential address.

Bernard Shaw once made a remark to the effect that every profession was a conspiracy against the laity. How much of this charge is true as regards the profession of teaching? Is there no truth, little truth or too much truth in it? Have we as teachers any responsibility for the conditions that surround us to-day? Is there anything that we can do to improve conditions? We suggest once more that you come to the 28th Annual Convention which, while it may not answer all or any of our questions, will at least ask some more, and possibly questions are just as stimulating as solutions.

"As we come to discover the relation of our 'living' to our life, we must also discover something of the relation which our special occupation bears to the larger, the general, preoccupation of society."

### Reference Table to the 28th Annual Convention, April 17-20, 1933

#### Monday—

1. M.E.A. Executive Meeting, 8 p.m., Room 101.

#### Tuesday—

##### Morning Sessions, 9.30

2. Training, Inspection and Supervision, Room B.
3. Industrial Arts in Education, Banquet Room.
4. English, Room C.
5. Mathematics, Room A.
6. Grades 1, 2 and 3, Ball Room.
7. Modern Languages, Grill Room.
8. Commercial Education, Room F.
9. Luncheon, Industrial Arts in Education Section, 12.30; Address by Dr. Homer J. Smith; Tickets 50c, at Registration Desk.

##### Afternoon Sessions, 2.00

10. General Session, Playhouse Theatre.
11. Invitation to Afternoon Tea, Hudson's Bay Company, 4.30 to 6.

12. Committee on Nominations, 4.30, Room 101.

13. Annual Dinner of the M.A. Students in Education of the Manitoba Summer School, 6.30.

14. Reunion at the Normal School, William Avenue, 8.00.

15. First Annual World's Model Fair, Winnipeg Auditorium, 7 to 8.

#### Wednesday—

##### Morning Sessions, 9.30

16. Grades 4, 5 and 6, Ball Room.
17. Rural Conference, Banquet Room.
18. Classics, Room C.
19. Science, Room F.
20. School Music, Grill Room.
21. Summer School Reunion Dance Committee Luncheon, 12.30.

##### Afternoon Sessions, 2.00

22. Secondary Division, General Session, Banquet Room.
23. Elementary Division, General Session, Ball Room.
24. Committee on Resolutions, 4.30, Room 101.

##### Wednesday Evening

25. Manitoba Summer School Reunion Dance (M.E.A. members invited), 8.30, Ball Room.

#### Thursday—

##### Morning Session, 9.30

26. Annual Convention, Manitoba Music Teachers' Association, Room F.
27. Luncheon, 12.30, M.M.T.A.
28. Annual M.E.A. Meeting, 10 a.m., Banquet Room.

##### Afternoon Sessions, 2.00

29. Principles of Education Section, Room F.
30. History, Banquet Room.
31. Home Economics, Room B.
32. Meeting of the Retiring Executive of the M.E.A., 4.00.

#### Friday, 8.15 p.m.—

33. Manitoba High School Orchestra, Walker Theatre.
- Fare and one-quarter for the round trip.



## Rural School Section

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### SOME SIMPLE EXPERIMENTS IN METHOD

It seems all but inevitable that the profession of teaching must be to some extent a sacrifice position—that much of the dividends on professional time and expense of training must be derived from joy in the work itself. The teacher who cannot interest herself in the work for its own intrinsic interest is therefore a misfit, and her choice of occupation a mistake and a loss.

The first and most substantial dividend of interest in the work is that derived from interest in children and child nature. This has always been stressed by the modern educator, and it cannot be stressed too much.

Another dividend of great weight is the interest of the teacher in the subjects of study on which she specializes. This, too, has received full emphasis in educational literature and discussion.

A third source of satisfaction is that derived from such a study of the underlying principles of psychology on which educational method is based, that a scientific diagnosis of failures and successes of pupils becomes possible. In this way the ups and downs of a lesson, the correct responses and failures, become meaningful rather than matters of chances. Thus failures of a pupil to come up to expectation become full of interest, instead of annoyance; and much of the drudgery of the back and hedge schoolmaster is eliminated from the life of the up-to-date teacher.

Just as the successful farmer must be one who likes his job, and who is to some extent an experimenter in different phases of the work; so must the successful teacher be an interested teacher and to some extent an experimenter.

Unfortunately the majority of teachers lack training in how to experiment, and the general stage of our education

to date has been authoritative—accepting the opinions set forth by others; or controversial—attempts to settle by argument and a priori deductive methods, what can be determined only by observation and experiment. We therefore propose in a subsequent issue of the Western School Journal, to show the successive steps in a simple educational experiment of practical interest to teachers, hoping others may be encouraged to make similar studies and share the results with their fellow-students.

Lacking such space in the present issue, we shall conclude by mention of three experiments by teachers and Normal students, with very little assistance or direction:

1. An experiment was made to compare the relative efficiency of memorizing a poem, (a) verse by verse, (b) as a whole. Two poems were used with each group. The first, 6 verses of 4 lines each showed a superiority of 32% in immediate result, and 38% after four days in favor of learning the whole poem. The second poem, six verses of eight lines each showed a superiority of 11% immediate efficiency and 18% after six days in favor of learning the whole poem.

2. An experiment to ascertain the effect of the use of unfamiliar units of measurement or money in arithmetic problems, showed that the pupil who was first made familiar with the units showed an average superiority of: Grade IV., 56%, Grade V., 47%, Grade VI., 29%.

- 3 The advantage of History study where the assignment was made in problem form, over the same study assigned in terms of text book pages showed an advantage for Grade VI., 49%, Grade IX., 33%, for problem assignment.



## UNIFORM WRITTEN SOLUTIONS FOR ARITHMETIC PROBLEMS

"You can buy 2 apples for 5 cents. How much do they cost per dozen?"

If a considerable number of your Grade III. or IV. class fail to get the correct answer, you may feel inclined to question the boy into a process which will coincide with your own favorite method of thinking it through.

Do not do it. You will simply destroy initiative, and while putting a form of verbal solution into the pupil's mouth, fool yourself into mistaking verbal memory for reasoning.

Instead of introducing a predestined "formal solution," it might be better or more inspiring to proceed as follows:

Read the question carefully.

Note the terms dozen, cent, per, and their abbreviations.

This question is about milking cows? (No, buying apples.) What facts does it give you? (Price, 2 apples for 5 cents.) What does it ask? (Price per dozen.)

Will your answer be in dollars or dozens? (In cents.)

Are the apples cheap, do you think?

Would you pay less per dozen if apples cost 5 cents each?

How many apples can you buy for 10 cents? For 20 cents?

What do you think is the answer to your question?

Explain why you think that is correct.

Could you write out an explanation?

Two points to keep in mind are that at this stage an oral solution is worth more than a written one; and that any reasonable explanation by the pupil himself is beyond all comparison, more valuable than the best explanation that the teacher can offer him. This does not mean that the teacher should not, when he has completed his solution, suggest the possibility of the pupil improving any vagueness or crudity of expression; what it does insist on is the futility of foisting of any teacher-made modes of thought or phraseology as a substitute for the pupil's own thought.

The same attitude should be maintained toward attempts at problem solving in all other subjects of study. Originality should be encouraged, not suppressed.

Not only will this attitude develop thought on the part of the pupil; it will also develop in the teacher unsuspected resources for diagnosis; for putting the finger on the students' difficulty; so that a moment's explanation may remove difficulties which the stereotyped solution leaves untouched. This scientific diagnostic attitude will develop a teacher's interest and understanding, and make pleasant many types of work hitherto wearisome and monotonous.

## WHAT BOYS AND GIRLS PREFER TO READ

(By G.W.B.)

Somewhat exhaustive studies have been made by W. S. Gray of the University of Chicago and other investigators on all parts of the continent to ascertain the reading materials and reading subject matter preferred by boys and girls of the early "teen age."

Henderson's Study of over 2,000 cases in the state of Washington indicates the percentage of high school boys and girls respectively; while the right hand double column shows the finding of Jordon in over 3,000 cases

of centres in the West Central and Eastern States.

## Henderson's Study

Name of Magazine	% Boys	% Girls
American .....	11.7	7.2
Cosmopolitan .....	1.4	7.8
American Boy .....	31.7	33.5
Youth's Companion..	3.0	17.2
Pictorial Review .....	.9	.8
National Geographic	20.2	5.3
Ladies Home Journal	.6	2.9



Popular Mechanics..	41.4	39.2
Colliers .....	3.4	4.5
Literary Digest .....	11.1	27.1
Saturday Eve. Post..	8.9	13.4
Harpers .....	.2	5.5
St. Nicholas .....	.8	1.8
Boys' Life .....	20.1	5.6

### Jordon's Study

Name of Magazine	% Boys	% Girls
American .....	28.4	8.0
Cosmopolitan .....	6.4	10.4
American Boy .....	1.0	1.3
Youth's Companion..	1.1	11.5
Pictorial Review .....	19.7	8.4
National Geographic	23.1	3.1
Ladies Home Journal	12.8	34.9
Popular Mechanics...	3.3	1.5
Colliers .....	3.2	5.7
Literary Digest .....	15.6	12.7
Saturday Eve. Post	8.7	7.5
Harpers .....	.9	8.8
St. Nicholas .....	7.5	7.2
Boys' Life .....		

According to Gray and Kimball (Columbus) the preferences of newspaper content were in the following order:

Comics, Stories, News, Sports, Pictures. (No cases where editorials were mentioned.)

By the same study, the sources from which reading matter was obtained were listed with the following percentages:

Home, 28.3%; School, 23.7%; Public Libraries, 15.0%; Book or Magazine Clubs, 14.3%; Companions, 13%; Miscellaneous, 5.7%.

The subject matter most widely read was collected by Gray according to the following:

### At age of 13—

Boys—Animals, Fables, Daily Life, Adventure, Making things, Detective and Ghost.

Girls—Love, Daily Life, Fairy, Biography of Women, Descriptive.

### At age of 14—

Boys—Biography, Travel, Detective and Ghost, Description, Biography heroism, some love interest.

Girls—Daily Life, Love, Adventure, Ghost, Travel, Biography of great women, Information, Morals.

### At age of 15—

Reading interests have by that time assumed a rather permanent set.

Commenting on the above, we seem to see signs that the name of a magazine has an appreciable effect in selectively attracting the different sexes. It is also fairly certain that the available reading material at home has at least equal weight. It would also appear that the girls have a slightly wider range of reading, or else have a larger percentage of readers in their ranks.

The best conception of reading interests of boys and girls at these ages, would probably be reached by

(1) Studying the contents of the magazines where there is a strong and consistent difference between the sexes, and where one sex shows a strong preference as American, National Geographic, and Boys Life for the boy's preferences, and Youth's Companion, and Ladies Home Journal for girls; and also the magazine preferred by both sexes as Popular Mechanics, Literary Digest, and American Boy.

### MINIATURES

A child's small voice may comprehend

The ranges of a tune.

A cup of water may suffice

To hold the mirrored moon.

One drop of dew, one flake of snow,

May show the prism's span.

The love of God may be revealed

In one impulse of man.

—Elinor Lennen.



# Elementary

## Easter Tidings

A little yellow chick broke its shell and  
tumbled out,  
It stood upon its tiny feet and tried to  
walk about.  
With quick, bright eyes, it glanced  
around,  
While chirping loud and clear,  
"Peep, peep," it seemed to say, "I'm  
out and  
Easter day is here."

—Author unknown.

## Rain in April

Rain has such fun in April  
It patters through the trees,  
Talking to all the leaf buds  
And robins that it sees.  
It splashes in the puddles  
And skips upon the walks  
Goes coasting down the grass blades  
And dandelion stalks.  
It dips in all the flowers  
And when the clouds blow by  
It paints with flower colors  
A rainbow in the sky.

—Eleanor Hammond.

## The Rain and the Sun

Down falls the pleasant rain,  
To water thirsty flowers;  
Then shines the sun again  
To cheer this earth of ours.  
If it should always rain  
The flowers would be drowned;  
If the sun should always shine  
No flowers would be found.

## The Wind

I love the blustering noisy wind  
That blows the boughs on high,  
That swirls my hair and tugs my skirts  
As it goes rushing by.  
It rustles in the robins' nests  
Now here—now there—now by;  
I cannot hold it in my hands,  
No matter how I try.

Oh wind, is it you who carries  
The swallows up so high  
Until they look like small black notes  
Of music on the sky?

—M. S. Doyle.

## Three Primary Stories

(By Louise Mears)

### What the Sun Knows

#### Morning

The sun likes to see boys and girls,  
and they like to see him too.

"I know that you like me," says the sun. "I saw you smile when I looked in at the east window this morning while you ate breakfast."

The sun reaches the school house ahead of you. He makes a bright spot first on your desk, then on another desk. He knows that you want to play tag with him, but he cannot stay.

The sun makes some shadow pictures on the blackboard. Then the window shade hides him, but he watches for you at recess. When you come running out he draws your picture on the ground.

The picture runs when you run. It swings its arms when you swing yours, and all the while you are playing, it is west of you.

#### Noon

At noon the sun watches for you again.

"I'll make another picture of you," he says, "a shorter one this time."

Have you ever seen your picture on the ground at noon? Was it running after you, or beside you, or was it ahead of you?

The sun does not see you at dinner. He is above your house.

"Everybody knows that it is noon, when I shine directly on the house-tops," said the sun. "I am as good as a clock."

"I am better than a clock, because a clock must be wound up. Nobody needs to wind me up."



### Afternoon

The sun looks into a room on the west side of the school house. He knows that the children expect him to come there.

He shines on their backs, and makes bright dancing spots on their books.

When school is dismissed, the sun is waiting for you out of doors.

"I'll make another picture of you," he says, "It will run on the ground all the way home with you."

This picture is as tall as the one he made in the morning, but it is on the East side of you. In the morning it was toward the West, and at noon toward the North. Perhaps your shadow picture will help you find your way some day.

### Evening

The sun knows that when his light is gone from the sky, you will go to sleep.

"I will not leave the sky all at once," he says, "I'll look in at the West window while you are eating your supper."

Then he sinks a little lower and a little lower, until there is only a yellow line of light left in the West.

About that time your eyes begin to wink and blink, and mother says, "Time for little girls and boys to be in bed."

Then the sun says, "Good-night children, you will see me again in the morning."

### What the Wind Knows

The wind knows that he must help the sun. The sun says "The clouds are heavy here, wind. Will you please move them away?"

The wind replies "I will play that the clouds are my sheep, and drive them before me across the sky. The little clouds will crowd together as I drive them along. They will look like a pile of fleecy, white wool."

"I can do many things at once," says the busy wind. "I can blow the leaves off the trees. I can blow the nuts off too. I can move the sailboats. I can turn the windmills. I can also turn

an umbrella wrong side out, and make a boy run after his hat. I tease the children and blow rain in their faces."

Sometimes the wind is so lively he blows all day and all night and does much harm.

### The Clouds and the Rain

You look up at the clouds in the sky and wonder how they came to be there.

Sometimes they are high above you, and sometimes so low that they seem to touch the earth. Sometimes they are white and sometimes they are very gray.

The sun makes the clouds. He makes new ones every day. Here is the way in which he does it.

As soon as the sun shows his face, the air grows warmer. The sun dries the dewy grass and the ground. He dries the walks and the roofs. He dries wet clothes on the clothes line. All this moisture he draws up into the sky and makes into clouds.

Sometimes the clouds grow dark and heavy. Then drops of water begin to come back to earth, because the clouds can not hold any more water. Pitter! Patter! A few raindrops fall, then more, and then the rain pours from the clouds.

While you are standing at the window looking at the rain you cannot see the sun.

"Where is the sun now?" You ask. "How can it ever shine again?"

The sun is waiting behind the clouds. He is getting ready to surprise you.

Now the rain is almost over. Only a few drops are falling.

As quick as a flash the sun comes out from behind the clouds and paints a rainbow across the sky. It is an arch of beautiful colors. Look at once, for it will soon leave the sky.

"If all were rain and never sun  
No bow could span the hill;  
If all were sun and never rain  
There'd be no rainbow still."



# Children's Page

## Little Things

There's nothing very beautiful and  
nothing very gay  
About the rush of faces in the town,  
day by day,  
But a light tan cow in a pale green  
mead,  
That is very beautiful, beautiful in-  
deed—  
—The fragrance of the forest when  
it wakes at dawn,  
The fragrance of a trim green village  
lawn,  
The hearing of the murmur of the rain  
at play—  
These things are beautiful, beautiful  
as day!

—Orrick Johns.

(And here is a tiny bit from one of  
Rupert Brook's most beautiful poems,  
and it too is about Little Things.)

These I have loved—  
White plates and cups clean-gleaming,  
Ringed with blue lines; and feathery,  
faery dust;  
Wet roofs, beneath the lamp-light; the  
strong crust  
Of friendly bread; the many-tasting  
food;  
Rainbows; and the blue bitter smoke  
of wood;  
And radiant raindrops couching in cool  
flowers.

—Rupert Brooks.

## EDITOR'S CHAT

Dear Girls and Boys:

In all the years, and they are many, that your editor has written these chats to you we have tried to tell you of the beauty in little things, we have tried to teach you to open your eyes and ears to the loveliness around you, and make yourselves a world that is beautiful because you live in it. Now as Spring once more comes over the hills to a world weary of a long cold, hard winter, fresh beauty comes into our lives, the beauty that comes every spring like a resurrection from the dead, when out of the dark cold brown trees, the tiny buds peep forth; when out of the frozen ground the spears of grass push their way, and brave crocuses and hardy tulips pop up their lovely heads to greet the Spring. A softness has come to the sunset, the sky is a blue that speaks of warmth; on a tree top a robin whistles, and a blackbird pipes, and across the sky at evening wing the long flights of geese finding their solitary roads through the clouds to the regions of the Arctic where they nest. Out in the fields the plough turns up the moist black earth

that has a perfume all its own; and Nature's greatest miracle is upon us once more, in the Springtime.

Above we have given you tiny bits of two poems that seem to express some of the beauty that comes in Little Things. There is no one no matter how poor who cannot enjoy the beauty of such things as these; no one no matter how busy who has not time to pause for just one second to catch the pictures that these poets write of. Every day things—cows, the scent of the forest, rain, dishes at tea, wet roofs, lamp light, bread crusts, rainbows, wood smoke, every one of these such common things, and yet so good, and in their own way so lovely. Open your eyes then and see.

For many years now many people have said, "There is only one thing in the world worth getting, and that is money. With money we can buy fine houses, good ears, rich clothes and food; we will try then to get all the money we can in every way we can." And people piled up money, and they did all sorts of things, many of them very dishonest to get this money, and then



one day something happened, no one can say just what, and suddenly money was no longer much good to anyone, and it had all run off and hidden itself in banks, and holes and corners everywhere. And then people began to say to themselves, "Surely money cannot be everything, for look it will not buy us love or health or peace, and perhaps we have been wrong about all this." And they looked around and they found people hungry and naked and friendless and without work and it made them think—"The love of money has brought us to this—so we will put money back in its place, it will be no longer master, it will be our servant," and it has not been easy to make money the servant, but little by little the world is doing that, and so one day when you are a little older you will find that the troubles we have had have left us like the winter and that spring and happiness and life are in the world again. And it is then that people will find once more the beauty in Little Things.

### **This Wonderful World of Ours**

You remember that once upon a time there were people who thought the world was flat; that there were no other lands anywhere but the lands of the Old World; that people in China went upside down, and all sorts of other queer things. One brave man however had the courage of his convictions, he wouldn't believe that there were no more lands, he wasn't afraid to venture forth into the unknown, he was a great adventurer, and he sailed away in ships so small that we wouldn't want to go on a lake in them, and he took with him from the rich land of Spain a handful of other men brave like himself, and with the aid of the money provided him by a queen, he ventured into the wide trackless Atlantic, and discovered not only America but also that wonderful group of islands, the West Indies. Remember that when Christopher Columbus set sail he was trying to find a short route to India, and so it is probably for that reason that he named these islands the

West Indies. They are wonderful, and if you take out your map and look at them you will find that they bear strange names and that many of these names identify them as belonging to the countries that once owned them. Many of them also has the characteristics of those countries, and so you find in Martinique a little island of France, and in Curacao a tiny bit of Holland, and in Porto Rico still many traces of picturesque and colorful Spain. If you will come with me then I will take you on a little journey to Martinique and I hope you will not only enjoy yourselves but find many interesting things to add to your knowledge of at least one of these islands.

Come aboard ship, and find yourself early one morning leaning on the rail of the deck listening to the loud shouts of boys in queer canoes and dug outs. They don't wear many clothes, just bathing tights usually, and that's all they need, for watch—some one on the deck spins a coin into the water, and quick as a flash down goes a brown or black body like an arrow into the blue sea water, and up it comes again, woolly head first, and in the shining white teeth is the coin. Again and again the coins are flung, again and again the black bodies dive. And then a bugle calls and you climb down a ladder and get into a small boat to go ashore. You find yourself at this first port in a strange place—everyone here is colored, some chocolate brown, some inky black, and we wander down streets where you can see the pillars of ruined buildings above the green of trees and shrubs and vines, for this like Pompeii, of which I have told you is a city of the dead. Once some thirty years ago the harmless looking volcano, Mount Pelee that stands behind the village, blew a great hole out of the side of the mountain and in five minutes completely destroyed the city of St. Pierre, and killed every inhabitant but one, and he was a prisoner in a dungeon below the earth. What happened to that man when he found himself alone in the world would make a strange story. Over the ruins of this



city a tiny village has grown up, and the people who live there now dug out the church and restored it, and still continue to work on the ruins and find treasures of every kind. Here we will take a car, a rather bumpy one, and start on a wonderful drive across the island to the chief city, Port of Spain. What a drive this is—through the jungle, where bananas grow wild (and here is an interesting thing, banana trees have flowers, great coarse, red and yellow flowers, that grow in a triangular shape from either side of a thick stem, they are not beautiful but queer and the leaves of the banana tree when the tree is young are all in one piece but as the wind lashes them they tear and so on the old trees the leaves are torn into many parts) Oranges grow in this jungle too—and many strange fruits we do not know, bread fruit, which is nourishing and mealy like a potatoe, paw paws, that grow like cocoanuts in tall trees, but taste like melons, and are a golden yellow with black seeds like nasturtium seeds. Mangoes, red and sweet, and cocoanuts. Just imagine being able to go and shake a cocoanut tree and have a real drink of cocoanut milk, (for the green fruit holds about a pint of milk) and then eat the meat, not hard like it is when we get it, but soft like jelly and delicious. The people in this jungle live in grass and wooden huts, quite small, but they don't need much room, they have all the forest to roam in, and it is always summer. Up on the top of a hill in the very centre of this jungle we find a strange church, for here the people of the island have made a Virgin Mary and a Child Jesus who are as black as they are. In another church where we stop for a few minutes we find many women who wear on their heads not hats as we do, but handkerchiefs in all sorts of strange and wild colors, tied into many and wonderful shapes, so that looking down the church from the doorway, it looks as if a gay flower garden had come to rest there. On the other side of the

island we come to a city that bears the name of Fort de France, and looking out into the harbor we see our ship riding proudly at anchor, for she has sailed around the island as we drove through the jungle. In front of her we see a strange shape, it might be the ship that Christopher Columbus came over in, and as we draw near to it we find it is indeed called the "Christopher Columbus" and it is made in exact imitation of that famous man's ship, is black and gold with a lovely figure head, and many sails and masts. It is a training ship in which young Italian sailors learn to sail, and from its decks now come dozens of dark haired, dark eyed young Italians going off for shore leave. The city itself is gay with color. Here the turbaned women carry huge baskets of dolls dressed like themselves in all the brightest colors, and they carry other baskets too, baskets that are filled with cans of milk, parcels of groceries, bundles of laundry, and no matter how heavy the basket or how full, up it goes on top of the head, and the woman walks along much more easily than you and I, who carry no burdens.

In a square in the center of this city which is just like a little piece of France transplanted to this far away island, is a statue to the memory of Josephine, wife of Napoleon Bonaparte, whose early home was in the island of Martinique. Life is lazy, and easy and pleasant but truth compels me to confess, in this island, rather dirty, but that doesn't seem to worry the carefree people who live in this sunny land under the shadow of a dangerous giant who sleeps but may some day again awake. Our ship is waiting for us—the little wharf is crowded with colored people pushing and laughing and chattering and we must find our way through them to the boat that waits to take us back to our sea-going home, and on through the blue seas and under the sunny skies to other islands of charm and beauty.



## OUR COMPETITIONS

Last month something happened, I'm afraid we'll never know just what, but there wasn't any Children's Page. The name was there to be sure, but where was the Editor's Chat and the perfectly good stories we had for you? We don't know. Did the printer lose them? Were they frozen up? Are they buried in a snowdrift somewhere? All we can tell you is that they were all ready for you, and then they never appeared, and all that came under the Children's Page were some nice letters from our good friends at Little Mountain School. It's too bad, and the Editor offers you her humble apologies but the great mystery remains—Who Stole the Children's Page, and Why? It is because of this great mystery then that you will this month find out who won the prize and why, and also you will find many Honorable Mentions, for some of the letters were very interesting and prove that we have some of the busiest and smartest boys and girls in our jolly Page.

We have divided the letters into two sections, those that deal with prizes won at school for spelling, attendance, races and so on, and those that deal with prizes won at Fairs, in newspapers, and in competition generally with people outside your own community. Winning a prize is a very fine thing to do but making the effort for the prize is even finer. Making that effort is often the thing that determines the character of the boy or girl. Sometimes it's a long hard pull; will you keep it up? Can you be "bothered" trying and trying? Will you go on and on working over that model; feeding that animal; re-writing that story? And when it is done and you have put your best work into it, will you be a good sport if you lose? To lose well and to win well, these are tests of character. If you lose, not to whine and wail; if you win, not to boast and "crow." In all history the British people have been renowned for their sportsmanship, for being "good losers" and it has stood them in good stead in the world. Learn

to be a good loser, and a good winner! Learn to be a good sport!

In the School Prize Section we are giving Special Mention to the boys whose letters appeared in the March Journal. Willis Gonger, Amel, and Arthur Garn, Herbert Kroll, and to one girl, Edith Garn all of Little Mountain School; Evan Baillie, Johnston School; Evelyn Lockhart and Tommy Iles, Arrow River; Hazel Mikkleson, Ingelow; Lewis Seens, Harding School; Betty Young, Griswold; Viola Dell, Wicks School; Muriel Kilgour, Irwinton; David Weins, R.R. No. 2, Portage la Prairie.

In the wider section that is covered by Fairs, and such larger opportunities we give Special Mention to Isabelle Wishart, Irene McCallister, Jimmy Sanderson, of Euclid School, Portage la Prairie; Helen Smith, Pelican Lake School, Belmont; and Honorable Mention to Barry Johnston, Johnston School; Helen McMaster, Clifford Sanderson, Euclid School; Helen McKinnon and Doris Robinson, Princess S.D.; Margaret Smith, Pelican Lake School; Douglas A. Smith, Oak Lake; Vimy Johnston, Oak Lake; George Kilgour, Irwinton; Julia Skeabek, Narciss School, (whose long story we will print later) Nellie L. Balak, Toutes Aids, Man.; Ernest Dell, Wicks; June Langley, Harding; Bert Comrie, Little Mountain School; Lloyd Jordan, Johnston School, and the prize is won by Ross Johnston of Johnston School, who gives us a splendid description of how hard he worked to win his prize. We would like to be able to print heaps of these letters, for they are so interesting, but we are afraid the editor would complain, but don't you enjoy reading them?

### How I Won My Prize

Last year in June we were all excited, for a man was coming to tag our pigs. I stayed home because we were told that the boys and girls showing pigs should be present to see the type of pig that was required.



He came in the afternoon and told us that all pigs were to be bacon type. These were to be long, low set with short noses and ears which did not lay against the shoulders, but stuck up. After he had selected the two best, he proceeded to tag them. This was not difficult for the pigs were very tame.

We were left little booklets telling us how to feed them to the best advantage. In the morning they were fed chop and turnips so as to add to their smoothness. All the water they could drink was given to them, and every day, morning, noon and night, they were bedded, and on Saturday we cleaned them out.

The Club Fair was delayed until late in October and there was snow already piled in drifts here and there, and a storm was raging with a terrific wind. We were about twenty miles from Kenton, the place that the Club Fair was to be held, and nobody was anxious to start out in a storm like that. We decided to hire a truck that morning, at about eleven o'clock we started out.

Some places the truck digging for a foot hold in the soft snow pushed snow in front of the car till it was up to the radiator. After a hard strain on the car we reached the Fair grounds.

The Fair grounds were really the stock yards which looked pretty with their snow caps on the long posts which were also white. There were over two freight cars of pigs there. When we arrived we had to unload the pigs and pen them in little corrals. We then went to look at the rest of the pigs and found there was about fifty pairs.

The judges then came to judge the pigs. He wrote down the good and bad points of each pair of pigs and when he had finished he told the bad points and how to improve upon them. I received the fifteenth prize, and indeed I was quite glad to receive even this prize when there were so many pigs.

After the Fair was over we helped to load the freight cars. We then started home, the roads were blown in but we managed to get through without shovelling and were glad when we

reached home without a mishap, and I showed my prize to the rest of the family.

Ross Johnston,

Age 13 years,

Johnston School.

When I was in Grade Three we had six Health Chores to do. This is what they were: "I wash my hands and face. I brush my hair. I clean my teeth. I clean my nails. I drink a glass of milk or water. I sleep with my window open every night." We had an airplane. Every morning we had our Health Chores done we went ten miles in it. I went farthest in my airplane so I won a prize. It was an Eversharp pencil.

Evelyn Lockhart.

I saw in the Journal on the Children's Page that you were giving a prize for a letter.

About six years ago, when I went to the school picnic in Portage la Prairie, there was a race for girls six and under. Of course I was willing to try. The boy's race came first, so I was prepared. We were lined up and a gentleman with a cane called, "One, Two, Three, Go." Off we started, but my legs were so short I couldn't run as fast as some of the others. As we got near the rope at the other end, I fell on the cinders. My! I felt funny with every one whooping and yelling at their favorite girl running! Just as I went to get up two big hands grabbed me up and put me on his shoulder. It was one of my school trustees and he ran to the rope ahead of the other girls. Every one roared, but I got the twenty-five cents, (25c) also a dime from my carrier for not crying. I had won the prize!

June McCallister.

I will tell you now how I won my prize. My father gave me a very good Aberdeen Angus calf. I looked after it every day and always fed it it's chop. I wasn't feeding it as much chop as daddy was feeding some of his steers and it was gaining more pounds than his steers were. When the time of the



Portage la Prairie Fair came, it was a big fat calf which I thought I would like to show.

The three day Fair started on Tuesday, so I took my calf along with my father's stock in on Monday.

I had to stay at my grandfather's the three days, as my father said I was to show it. The calf was shown in three classes—one on Tuesday, one on Wednesday, and another on Thursday.

In the first class there were five calves, in the next there were three calves, and in the next one there were six calves. I got first in the first class, second in the second class, and first in the third class.

This brought me a good deal of money of which I put three quarters of it in the bank and kept the rest for spending now and again. I am trying to win another prize.

Isabelle Wishart.

It was the twenty-fourth of May when at the sports day we were getting ready for a horse race. My horse's name was Crow, a real black pony. There were about six horses to compete with and I tell you I felt pretty shaky!

The people of the community were awarding the prize. It was a real good saddle, just what I wanted for Crow.

At last we were ready for the race. Our horses lined up at the starting place and gong went the bell—away we went!

At first I was too frightened to look around, but when I did what was that I saw? I saw one of the horses had stumbled and fell on the rider. We all stopped to see if Jack (the rider) was hurt, but we found he was not badly injured.

We were called back to start over again and so once more we were off! There was a terrible cloud of dust and some horses were nervous and they didn't get started at first. By luck, Crow was ahead, but another one was close behind!

We were so close together that it caused a great deal of excitement for which one would win? When at last we were near the stopping place we were even. "Come on Crow just a little faster," I said through chattering teeth. Crow gave some extra long strides and we reached the grandstand first! The other one only a few feet behind.

I was so excited I did not know what to do—but when they handed me the saddle, I heard them cheering and I thought I was the happiest girl alive. I felt like hugging my dear old Crow!

Helen Smith.

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# Health Department

## THE RELATION OF BODY MECHANICS TO HEALTH

And I wish to call attention, as I close,  
To the fact that all the scholars  
Are correct about their collars,  
And particularly in turning out their toes.

"So runs one of Charles E. Carryl's nonsense rhymes, but there was a time when turning out one's toes was not considered nonsense.

'The very fact that a certain way of walking was emphasized as correct (even though it was not), shows that some thought was put upon the importance of posture. The first physician to pay serious attention to this problem was Dr. Andry, Dean of the Faculty of Medicine at Paris, nearly 200 years ago. The word 'orthopedics' originated with him, derived from two Greek words meaning 'straight' and 'little child.' At eighty years of age, out of the maturity of his experience, he maintained that most of the maladjustments of childhood and many of the ills of later life could be attributed to the wrong use of the body and to faulty body mechanics.'

### Teaching Outline

The purpose of this outline is to assist the teacher to gain a clearer conception of the subject of posture and the factors which should be considered in presenting it to pupils.

Posture is a phase of the health programme which must be stressed throughout the whole year if results are to be gained. With this vision of posture in mind, the teacher will constantly see opportunities to correlate with other school subjects.

### Habits

1. To aid pupils to acquire wholesome habits in relation to selection of foods, eating, resting, over-exertion.

2. To develop skill, poise and control of body in many activities.

3. To aid pupils to maintain good posture in walking, sitting and standing.

4. To stimulate the habit of proper daily exercise that will develop the muscles to their greatest efficiency.

5. To avoid excessive fatigue.

6. To acquire the habit of obtaining sufficient sleep and rest daily.

### Attitudes

1. Appreciates need for vigorous daily exercise.

2. Takes pride in maintaining good carriage of the body.

3. Creates a desire for improving his own physique and posture.

4. Enjoys social contacts with others in games and sports.

5. To create a desire in the pupil to gain a knowledge of the frame-work of the body.

6. To impress upon the pupil that poor posture effects the function of digestive, circulatory, respiratory, excretory and nervous systems.

7. To realize that good posture increases personal attractiveness; that it conveys the impression of alertness, efficiency, energy and self-respect, and is therefore very valuable in business and social life.

8. To present knowledge to the pupil that good posture promotes desirable mental states.

### Knowledges

1. Values of Good Posture: Body symmetry, physical beauty, ease, poise, grace and springiness of gait usually result. It provides more room for the working of the vital organs. It prevents much loss of energy and increases physical efficiency.

2. The Results of Poor Posture: Undue pressure upon the vital organs, makes for weaker heart and lung action; interferes with the circulation of blood, causes the abdominal organs to sag; encourages constipation, indigestion, and headaches; increases fatigue, mental attitudes, depression, carelessness and discouragement.

3. Common Causes of Poor Posture; Rapid growth. Carrying heavy objects



habitually on one side, as school books, newspapers, etc. Habitual sitting and standing improperly. Ill-adjusted school furniture. Improper lighting. The wearing of tight, cramping, or constricting clothing. Long tiring sitting periods at school. Insufficient rest and sleeping on high pillows. Poor nutrition—it is often physically impossible for the under-nourished child to stand, sit and carry his body correctly for any long period of time.

4. Common Errors of Posture: Toe-ing outward. Holding the neck and shoulders stiff. Increasing the lumbar curve in the back. Allowing the head to droop forward. Allowing the chest to sink inward.

5. Physical Defects and Diseases which make for Faulty Posture: Defective vision, rickets, tuberculosis, infantile paralysis, dislocations, malnourishment with resultant general muscular weakness, adenoids.

Reference: Posture of School Children, by J. H. Bancroft.

### **Suggestions for Grades Projects on Posture**

#### **Grade I. and II.**

Posture scrapbooks or posters may be made with pictures cut from magazines.

Read simple stories and poems on posture to the children.

Have the children demonstrate good sitting, standing and walking positions.

Have the pupils practice walking erect by carrying a book on the head.

Have children practice walking on their toes; on the outer edges of their feet.

#### **Grades III. and IV.**

Suggest that children try "barefoot" tricks at home. Picking up a marble with the toes is lots of fun and splendid exercise.

Have the children collect pictures of shoes worn by people of different countries. Discuss their defects, advantages and peculiarities.

Discuss the bad effects of wearing rubbers and overshoes indoors.

Place the mirror low on the floor or wall so that the children as they pass may see their feet as others see them.

#### **Conduct a Walk Straight Contest. Grades V. and VI.**

Have the children demonstrate the vertical line test.

Name several causes of illshaped feet and tell how to avoid them.

Discuss the mechanism of the feet. Why is it not correct to walk with feet pointing outward instead of straight ahead.

Have the children inspect the school equipment—seats, blackboard, lighting, etc. Discuss what proper equipment has to do with good posture.

Have children make a list of some of the things which help us to have good posture. Poor posture.

Have children exercise their feet by walking straight down a crack or chalk mark on the floor.

Discuss characteristics of correct type of shoe, making a survey to ascertain number of pupils wearing correctly shaped and fitted shoes. Grades VII. and VIII.

What is the chief aim of posture education? Discuss.

Discuss why arch supports should never be worn except on expert advice.

Discuss the foods essential to bone formation. Have the children make a list of these foods. What effect does under-nourishment have upon our body frame-work?

In what way does Vitamin D and sunlight help bone formation?

In what way does posture aid in the proper functioning of the organs of the body? How are the respiratory organs affected? The abdominal organs?

Discuss the aesthetic value of good posture.

Present a posture play.

What has poor mental attitudes to do with posture? Have class demonstrate.

In what way is posture affected by fatigue? Discuss the dangers of over-exertion and insufficient rest.

Discuss what is meant by flat feet. What causes this condition? How can it be remedied?



Establish ideals of good posture to students by means of paintings, pictures, and sculpture. Discuss the relation of body mechanics to physical fitness.

—School Health.

### THE WHITE RABBIT'S SURPRISE

Once upon a time a little white rabbit had his home near a pretty cottage in which lived two small boys with their mother and daddy. The little boys loved the white rabbit and every day during the long cold winter when it was hard to find food, they saw that the white rabbit had something good for his dinner.

The white rabbit was very grateful and did all of the tricks he could think of for the small boys. He wiggled his ears, wriggled his pretty pink nose and hopped and jumped and did all of the funny tricks rabbits know how to do.

Now he was worried. It was the first day of Spring with Easter and May Day just around the corner, and the white rabbit was trying to think of something which he could give the small boys.

"If cabbages and carrots only grew in the Spring," he kept muttering to himself, because he could think of no nicer present for anyone than a big juicy carrot or a tender head of cabbage.

He hopped along slowly, not watching where he was going and almost stepped into a meadow lark's nest.

"Dear me, I must be more careful," he said, looking down at the pretty speckled eggs. Suddenly he had an idea. He scampered away home in a great hurry and for several days was so busy that the little boys hardly saw him, and missed their playmate.

But if you had been awake very early in the morning, you might have seen him hurrying home with something white and round in his fore paws. Also, if you had peeped into his house at any time during the day, you would have seen him busy with pots and pans, mixing and stirring and testing, and all about were brushes and crayons and pencils. He was the busiest rabbit you ever saw.

Bright and early, almost before the sun was up on Easter morning, the white rabbit was at the door-step waiting for the small boys. As soon as they appeared, he hopped a little way and looked back, then hopped another little way.

"He wants us to follow him," said the small boys, and started down the path. They almost had to run to keep up with the white rabbit. Across the lawn to the hedge, he hopped. There he sat, looking so wise and mysterious that the little boys had to laugh. But you can imagine their surprise when they came to the hedge, to find two lovely baskets filled with pretty eggs of all colors and designs. How pleased the small boys were. They thanked the white rabbit and hurried to show the baskets to their mother and daddy. Of course, they didn't forget the white rabbit. He had the finest dinner of carrots and cabbage and green vegetables you could imagine.

—Marie Kiernan.



# Nature Study Talk

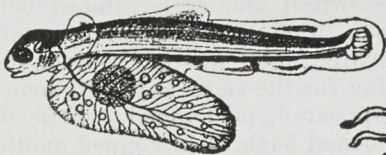
## HOW SEEDS GERMINATE

(V. W. Jackson, Professor of Biology, M.A.C.)

This is the season of the year for germination of seeds and the incubation of eggs—the burst of life known as Spring: “Omne vivum ex ova”—all life from an egg: for seeds are plant eggs, and called ovules, and from an ovary, as in animals. Flies’ eggs hatch in 7 days, so do weed seeds. Birds’ eggs hatch in 10 days, so do large seeds. Hens’ eggs hatch in 3 weeks, so do acorns. Some eggs have a yolk, some haven’t. Some seeds have a yolk or food sac, some haven’t. The former

are called monocots or albuminous seeds, and the latter dicots or exalbuminous seeds. There seems to be many analogies between seeds and eggs.

Just as the incubating chick absorbs the yolk, so the germ of grain absorbs the endosperm: all monocots have endosperm. Put various grains between blotting papers or folds of cloth on a plate, keep moist in a window, or under a stove or radiator—any warm place, and compare the germination of

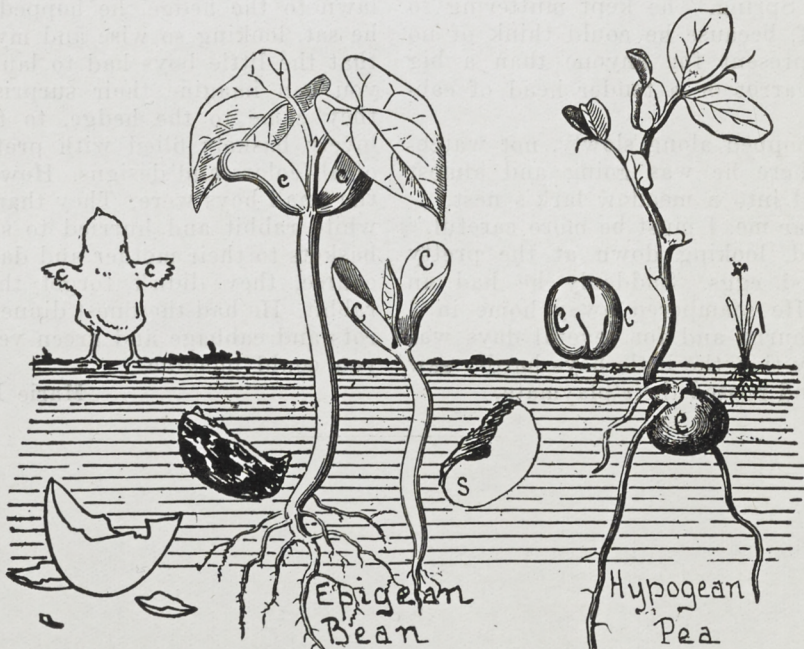


Trout, 2 weeks old  
with yolk-sac.



Wheat, 2 weeks old

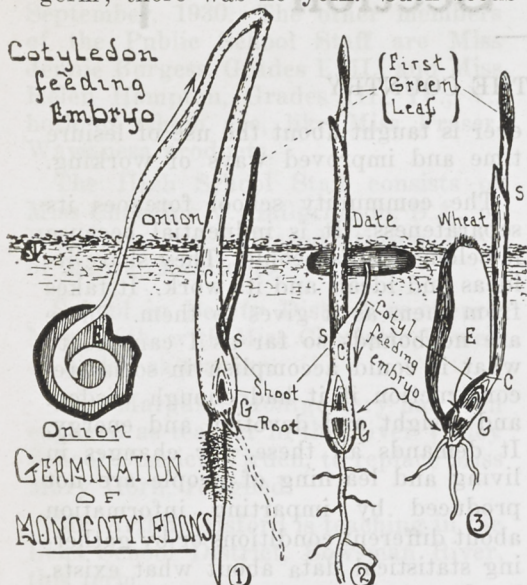
with yolk-sac or grain.



The Bean Leaves its empty shell in the ground



monocots with that of the various dicots such as peas, beans and sunflower seed. You find that the tiny germ feeds upon the rest of the seed which is the endosperm, just as the chick absorbs the yolk during its three weeks of incubation; whereas beans seem to be born alive like a calf—the whole seed was germ; there was no yolk. Such seeds

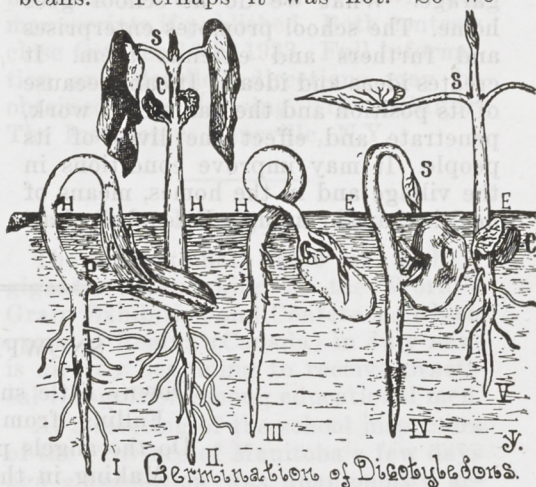


are ex-albuminous. Nearly all dicots are ex-albuminous; only buckwheat and a few related plants are partly albuminous. It is this albumen or white part which makes meal or flour. Peas and beans will not make flour or starchy food, being all germ they are protein instead.

Another difference is in the first sprout. Monocots pierce the ground with a single sprout: dicots pull two cotyledons out of the soil by means of a bend or growth like a shepherd's crook (see Drawings I., III., IV.) A careful study of germinating seeds reveals many interesting devices and schemes of piercing the soil. The monocots have a coleoptile or tube growth through which the green leaves are able to pierce through the soil. In onions this transplants the germ by means of an elbow growth, just as you would pull a handkerchief out of a pocket. The hand is the germ, the elbow is the coleoptile, which having fulfilled its purpose lets go of the seed, and for

a few days after the elbow disappears, it seems as if the onions have died; but no, they were just transplanted by this elbow growth, as you see in Drawing No. 1. Date seeds germinate in much the same way (No. 2), but wheat and most of the monocots pierce straight up through the soil (No. 3).

Dicots germinate in an entirely different way. The two cotyledons must be pulled out of the soil by means of a bend or twist: pumpkins have a peg, (p), which holds the jaws of the seed open while the cotyledons are being pulled out, (see I.). Garden beans make a twist like a worm wriggling to get loose (see III.); but peas, broad beans and scarlet runners give up this struggle and leave the cotyledon in the ground, (see IV. and V.), whereas other beans pull them out. Perhaps it was the gardener who tried to poke them back in the ground who "did not know beans." Perhaps it was not. So we



had better think it over and plant some ourselves. It is a disgrace not to know beans. In fact now is the time to germinate many garden seeds in seed trays for early transplanting, particularly tomatoes and hollyhocks and other things we wish to give an early start if they are to ripen or blossom in our short summers. To keep the roots apart in the seed tray it is best to make little paper cylinders for each, so that they will transplant without any disturbance of the roots. In this way you will learn by doing, and there is no better learning.





## Trustees' Section

### EDUCATION IN THE COUNTRY

Education in a rural district has potency and a reach and an effectiveness undreamed of in cities. A rural school lives and moves in intimate association with its people. Whatever it does is everybody's business. What happens at school is the news of the family supper table. You can meet this news and hear comments on it at the corner grocery store and the garage. What we do at school goes home. The school promotes enterprises and furthers and extends them. It creates ideas and ideals. It can, because of its position and the value of its work, penetrate and effect the lives of its people. It may improve conditions in the village and in the homes, means of health, ways of living. It teaches what-

ever is taught about the use of leisure time and improved ways of working.

The community school foregoes its separateness. It is influential because it belongs to its people. They share its ideas and ideals and its work. It takes from them as it gives to them. There are no bounds so far as I can see to what it could accomplish in social reconstruction if it had enough wisdom and insight and devotion and energy. It demands all these, for changes in living and learning of people are not produced by imparting information about different conditions or by gathering statistical data about what exists, but by creating by people, with people, for people.

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### SNOWFLAKES

Downy little snowflakes  
Falling from above,  
Do the angels pluck their wings  
Making in their love,

A fleecy soft-white covering,  
Protecting pretty heads  
Of snowdrop, crocus, lily too  
Cuddled up in beds?

Just the same as mother does  
When she comes to peep  
And tuck us up so snug and warm  
When we are asleep.

—Effie McTaggart.



## News from the Field

Miss Agnes Fraser of Wawanesa has been engaged as teacher of Grades VI., VII. and VIII., filling the vacancy caused by the resignation of Miss Helen Thorne, who has occupied this post since September, 1930. The other members of the Public School Staff are Miss Jennie Burgess, Grades I., II., and Miss Helen Hampton, Grades III., IV., V., both of whom are, like Miss Fraser, Wawanesa products.

The High School Staff consists of Miss Christine V. Hallgrimson, B.A., of Winnipeg, and B. Harold Stinson, B.A., of Melita, Manitoba.

School in Beatty District re-opened March 6th, with Miss Charlotte Powell of Arden as teacher.

Miss Margaret Montgomery has been engaged as teacher in the River Valley School District, Virden, to replace Miss Mary Horn, resigned.

Mr. Arthur Alsford is teaching in the Lens School District, Bowsman River, this term.

Miss Beatrice Oatway is teaching in the Woodmore School, Greenridge, for the remainder of the term.

Miss Etheldreda Tucker has been engaged as teacher in the Rosamond School, McCreary, beginning March 1st..

Miss Elsie Jones is teaching in the Beausejour School, for the remainder of the term.

Classes were resumed in the Tennyson School, Oatfield, March 1st, with Miss Ruth Card as teacher.

"Fifty-Four Narrative Poems," selected by Dr. O. J. Stevenson, and published by Copp Clark Co., is a very finished little volume. It could be used to advantage in junior high school or high school, as the editor's notes explain any difficulties that a young pupil might have.

### Descriptive and "Better Teacher" Travel Contests

The Instructor is conducting two Travel Contests in 1933, a Descriptive Travel Contest and a "Better Teacher" Travel Contest. The former is along the lines of previous Instructor Travel Contests, 100 prizes and \$1,000.00 being offered for accounts of travel during 1933—by railroad, steamship, bus, or air transport. The "Better Teacher" Travel Contest is open to persons who, through rather extensive travelling in at least three years, are qualified to write on the subject, "What My Travels Have Meant to Me as an Individual and as a Teacher." In this contest, three prizes (\$100.00, \$50.00, and \$40.00) are offered, with payment to be made for other than prize-winning manuscripts if published. Both contests close October 16th, 1933. Full information and detailed directions may be obtained by addressing, Travel Editor, The Instructor, Dansville, N.Y.

### A Great Educational Activity

The educational value of such a gigantic undertaking as the World's Grain Exhibition and Conference which opens at Regina (Canada) in July next is already beginning to receive practical recognition among educational men.

At a meeting of the school inspectors of the Province of Manitoba a few days ago a resolution was unanimously accepted in which the inspectors expressed their recognition of the value of the Exhibition and Conference as a practical, educational activity and authorized the executive to make necessary preparation for their attendance in a body. Information is also requested from the Exhibition and Conference organization sufficient to form the basis of an educational talk to the pupils of the province.

This action of the school inspectors of Manitoba, with the action of the school trustee convention in Saskatche-



wan, at which the Exhibition and Conference was recognized in much the same manner, is significant of the in-

terest taken by those who have charge of the education of the younger generation.

## THE RAILWAYS OF CANADA

(From Dent's Teachers' Aid)

In planning a lesson on a subject, the teacher usually marshals the facts that he knows, and teaches them in the same way through the years that God spares him for service, and the less effort he puts forth the longer he is spared. An interesting departure would be to set down the things one would like to know and teach about a topic and then investigate them. This method is approached when a teacher, on being asked by a bright pupil a question that he does not know, immediately assigns the difficulty to the class with home work, hoping that some gifted person in the district in sympathy with a child's appeal will come to his relief. Let us, in the same hopeful spirit, set down a number of problems on the railways of Canada and dictate them to or mimeograph them for the pupils:

1. How far apart are railway ties?
2. How far apart are the rails and how long are they?
3. How far apart are the telegraph poles?
4. How much per mile is a railway ticket?
5. How many pounds of baggage per passenger are carried free?
6. How many miles does an engine make on a run before it is changed?
7. How are cattle kept from wandering on the track?
8. What are the dimensions of a box-car?
9. How much does it cost to ship across Canada 100 pounds of freight?
10. How many men are comprised in a passenger train crew and what duties have they?
11. What is the purpose of the green flags sometimes seen on the last car of a train?
12. What was the first railway in Canada and when was it built?

13. What is the newest railway in Canada?

14. How much does a locomotive cost?

15. How do air brakes on a train work?

16. What is the time between Halifax and Vancouver for a C.P.R. passenger train?

17. How much does a passenger-coach cost?

18. How much a mile does it cost to build a railway?

19. What is the steepest grade—in per cent.?

20. Which appears first, the town or the railway?

21. How can we represent a 4 per cent. grade?

22. Why does a railway follow a river valley where-ever possible?

23. Why is transportation by water cheaper than by rail?

24. From where does a train get its electric light?

25. What are section men?

26. What is rolling stock?

27. A train from Montreal to Vancouver carries eight coaches with an average of forty passengers in each. How much does it earn on the trip? What items of expense would it incur?

28. How do rain and snow affect a railway?

29. How does a locomotive renew its supply of water?

30. Why are railways losing money at present?

31. How can a passenger tell how many miles an hour he is travelling?

32. How can we tell from glancing at a map that the C.P.R. was built before the C.N.R.?

33. How does the automobile adversely affect the railways?

N.B.—A number of the above questions have more than one answer.



In teaching the railways of our country we usually confine the work to the naming of the principal centres through which they pass. The information contained in the above questions is of little use to the pupils if we supply it for them. But if we study these questions carefully we will find that they may be divided into three classes. Questions from 1 to 11 may be answered by investigation on the part of the pupils. By visiting a track with a foot rule, by observing a crossing, by consulting a railway time-table and by inquiring of a station agent they will gain first-hand information and learn how to find out for themselves. The answers to questions 11 to 20 may be ascertained by reading a Canadian history, geography and scientific magazines. This information may not all be obtained at once, it may be a matter of extended research, but the value of acquisition will be in proportion to the thoroughness and zeal with which it is sought.

The remaining 14 questions may be solved by careful thought in the regu-

lar teaching lessons. In question 20, reasons might be found why Winnipeg was started before the railway and why Vancouver was built after the steel reached the coast. 21 is a problem in scale drawing. 29 is very interesting for young children. 31 has to do with more recently settled lands. 32 depends upon timing the passing of telegraph poles.

Additional topics: mail trans, silk trains, Chinese train, tourist travel. Why the railways favoured an immigration policy, conventions, one-way freight.

In days of prosperity we said that Canada had more miles of railway per person than any other country in the world. Now we say that Canada has fewer people per mile of railway than any country in the world.

In what part of Canada have we too many railways? What important part of our country is greatly in need of more railways?

Read the story of the building of the C.P.R. and the Quebec Bridge in the Canadian Industrial Reader.

## Selected Articles

### A WORD WITH MR. JOHN MILTON

"Shame on you for an atheistical recusant, man," Mr. Herrick said, "not to attend church on Hallow Day itself. Ne'er mind, young virgins, you shall come with me and with your brothers. And I'll wager as my pupil will understand more o' the sermon than either of 'em."

"And I'll wager," said Kit, "'twill be more about the new parliament and our two new burgesses than all the saints."

"Sit by me, July," said Giles, "and I'll promise to discover to you who are the masters and fellows, and learned doctors; yes, and even the poets." . . .

As they left the White Horse, they met a gentleman that entered it; a small, slight man of somewhere round

thirty years, fair-skinned, delicately and austere featured, with long, smooth, chestnut hair on his shoulders. Mr. Herrick stopped and bowed to him. "Surely 'tis Mr. Milton. I recollect meeting you in London this spring, supping with my friend and yours, Mr. Lawes, after a performance of your Arcades. I am Robert Herrick.

Mr. Milton, a grave, distant and rather shy young man, bowed, while Julian gazed at him with open mouth, a lilt of lovely lines whispering through her head like a running brook. . . .

So this beautiful, elegant, noble-faced gentleman, who seemed to be a little bored, a little in haste to be on his way, even a little impatient, was Mr. John Milton, the one-time lady of



Christ's, whom extraordinary fortune had brought to visit Cambridge at the very same time as themselves, nay even, to lie, perhaps, at the very same inn.

"I am glad to meet you, sir," Mr. Milton politely averred.

"Do you stay in Cambridge?" Mr. Herrick inquired.

"Yes, sir. For the playing of my masque to-morrow night."

"Arcades again, perhaps?"

"No, sir, Comus. Good morning." Milton bowed again to the clergyman and his party, and went into the White Horse.

"I should have telled you that, sir," Kit said to Mr. Herrick. "All Cambridge knows that Comus is to be performed to-morrow evening in the hall of Trinity. I'll warrant he was offended you didn't know it, for they say he's an extraordinary proud man."

"Do him good," said Giles Yarde, who had noted Julian's gaping reverence. "All these budge poets and their airs. . . ."

"Can we see Comus, Kit?" Julian asked.

"Why, yes, I had forgot to tell you on't, but I had meant we should go."

"'Tis a pretty piece," said Mr. Herrick. "An uncommon dainty pretty piece, but should be performed pastoral, not in a hall."

"Aye, they would have had it in the great court, but for fear of rain and cold. And to-night (for y'are come in for the All Hallows' festivities) there's to be played in Trinity a Latin piece of Abraham Cowley's that was writ and played last year—*Naufragium Joculare*. 'Tis in part a droll on the schools and the disputations, and very ingenious and witty, and mimics some of the fellows and tutors. If you want to see Cowley, Jule, as well as half Cambridge beside, there's your occasion. But come, or we shall be late at church."—Rose Macaulay, in "*The Shadow Flies*." (New York: Harpers). "They Were Defeated." (London: Collins).

### THE WORLD'S GREATEST ROMANTICIST

A great literary gossip of the second century A.D. whose work has come down to us in many volumes and whose name was Aulus Gellius, has recorded a comparison he once heard a literary friend of his make between Pindar's and Virgil's description of Ætna in eruption. The Greek poet writes: "In the darkness of the night the red flame whirls rocks with a roar far down to the sea. And high aloft are sent fearful fountains of fire." Virgil says: "Skyward are sent balls of flame that lick the stars and ever and again rocks are spewed forth, the torn entrails of the mountains, and molten crags are hurled groaning to heaven." "Pindar," the critic pointed out to his friend, "describes what actually happened and what he saw with his own eyes, but Virgil's 'balls of flame that lick the stars' is a useless and foolish elaboration, and when he says crags are molten and groan and are hurled to heaven,

this is such an account as Pindar never wrote and is monstrous." This is a comparison between a classic and a romantic description. Pindar was using his eyes, Virgil his imagination. The man who compared them was a classicist who, of course, detested romantic exaggeration, and could not see the grandeur that we see in Virgil's "flame that licks the stars."

The romantic artist must not be judged by the canon of strict accuracy. He will not be bound by fact, "the world being inferior to the soul," as Bacon says, "by reason whereof there is a more ample greatness, a more exact goodness, and a more absolute variety, than can be found in the nature of things." To the classicist the nature of things is the truth and he desires only to see clearly what it is. The romanticist is the adventurer drawn on by the new and the strange where to him truth is to be found. The classic writer de-



pend upon reason no less than upon imagination. To the romantic writer imagination can transcend the narrow limits of experience and move on unhampered by it to what eye hath not seen nor ear heard.

The "Æneid" from first to last is pure romance and Virgil, Rome's greatest poet, is one of the world's greatest romanticists. . . .

"A talent is formed in stillness," said Goethe, "a character in the stream of the world." That is the romantic view; the Greeks of the great age would have violently disagreed. The stream of the world was to them precisely the place

to develop the artist, the classical artist, whose eyes are ever turned upon life. But it is not the place to develop the imagination. The romantic artist withdraws from the busy haunts of men to some fair and tranquil retreat, in Sicilian meadows, or by the deep blue sea of the south, or on the hillslope of an English lake, where he may see and tell of things invisible to mortal sight. Alone of the Augustan poets Virgil had no love for life in Rome. During all the years that he wrote he lived in the country, near the Bay of Naples.—Edith Hamilton, in "The Roman Way" (New York: Norton).

### AUTHORITY

One of the hardest lessons anyone has to learn is to take orders gracefully, to obey a reasonable authority. Prisons are filled with the most extreme cases of resistance to and rebellion against authority. The "ego" of each one of us resents being reminded that there is anyone or anything superior to us to which we must yield. Or perhaps, on the other hand, yielding is all too easy for us. Maybe we yearn to be told what to do. We may feel lost and frightened if we are not directed step by step the whole tortuous path of existence. Maybe we always think "it is right because he says so," whether "he" is our principal, our superintendent, or our president. Learning to be happy in obeying a reasonable authority while keeping our own initiative and power of decision is one of the most difficult lessons life has to offer, and one in which the children who fill our schools have often had most inadequate instruction. In some homes, a slap or a beating is the only authority recognized. If the slap can be evaded through lying or dodging, all is well; if a request is unaccompanied by a slap, it is not taken seriously. Suppose Tony announces sullenly that he won't do what he has been told to, whether it is a lesson in arithmetic or a matter of cleaning up his desk. Teachers have

tried saying "You **will** do as I say"—only to be met with as determined an "I won't." The teacher may cow him into temporary obedience through fear but she has only intensified the child's already expressed hostility to "authority" and has paved the way for future and more serious outbreaks, if not against her, against other teachers, against the community, against law and order. If any rules could be laid down for building up healthy attitudes toward authority they might be: be sure you are fair; be sure you are unemotional.

I once had a young teacher come to me explaining that a costume to be used in a play had been stolen from her room. She wanted instant help in recovering it and explained that she had "done everything." She had announced to the room that someone in the class was a thief; her denunciation was long and noisy. The children had leaned forward in their seats with eyes bulging out of their heads. Here was excitement. Here was a regular movie. This beat arithmetic all right. Golly, is she mad! Look at her! Several children volunteered to be detectives. They accused various of their fellows at intervals during the week and dragged them up to the teacher who put each one in turn through the third



degree. Excitement ran high. The costume was never returned. A few weeks later an easel was stolen; a month later some money. Throughout the year, during which time this particular teacher had three different classes of children, there were some six serious thefts in her room and none in any other room in the school. Certainly the teacher's own feeling, her own excitement about stealing communicated itself so thoroughly to whatever class happened to be hers at the time, that "taking something" was just to good a chance for drama to let it slip by.

The classroom teacher, then, is a mental hygienist, in that her emotions, her attitudes toward her children and their conduct, acceptable and unacceptable, have a profound effect on the emotions and attitudes of the children themselves. Her realization of her importance in the lives of her class may well make the business of teaching tables an exciting experiment in human behavior and a satisfying experience in building happiness and strength.

—Ruth Smalley, visiting teacher, Board of Education, Newark, New Jersey.

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### INVITING CHILD'S CONFIDENCES FOR THE SAKE OF HIS UNFOLDMENT

"Mummy, we smoked!" "Did you, dear?" "Yes, me and Donnie and Ray. Real t'bacco." "Really!" "Yes, and real matches." "Honestly! Where were you?" "Over in Donnie's garage. I didn't smoke very much. It made my eyes funny." "Did it? And were Donnie's eyes funny? and Ray's?"

Bobby was pleased with an audience for his story; and Mother was eager to listen, dropping casual questions to get additional facts. When she had all the particulars she was ready to take action, and that without being upset.

It is so easy for grown-ups to sweep away the cobweb filaments that form the line of communication between their hearts and the hearts of their children. A hasty expression of disapproval at the beginning of Bobby's story would have stopped the easy flow of confidences. Then it would have been a case of Mother opposed to the three little boys — Mother imposing her opinions upon them.

If grown-ups are to be of real use to children, they must study to discover what method will make the work most helpful and effective.

#### Respecting His Individuality

Is it not often a matter of respecting the individuality of the child? If we perpetually cut off their confidence

with words of reproof, we must expect that they will grow a shell to resist our opinions. Worse than that, they will very soon decide not to tell us anything lest the telling precipitate a lecture or a reproof.

We have only to look within ourselves to discover how sensitive the heart is. None of us would think of divulging our deepest longings or most precious plans to the person who has previously laughed at or swept aside our confidences. If we who are reasoning find ourselves shrinking from reproof and misunderstanding, how much greater will be the shrinking of the young child, who has an inner desire to please his elders.

It may be that some people will doubt the universal application of the foregoing clause. They may think they could name some children who decidedly do not strive to please. But if they could go back far enough into the child's infancy they would find that the desire was there. A frown, a disapproving expression in the eye of his mother will cause almost any baby to cry. He knows he has displeased where he wishes for full approval; and if this desire to please can be tenderly fostered the growing years of the child will be happier and more fruitful in character.



### The Natural Way is Sharing

The natural way is for the child to share with his mother every new experience, and this is great safeguard for his character. After he has left her arms and her lap, and there are intervals of hours when he is out of her sight, there will come the testing of her wisdom in handling his problems. If he has set a fire in the grass, he will tell her so. If he has heard a story from one of the older boys, he will repeat it to her. If he has enjoyed the sound of a profane word, he will use it for her benefit.

To meet these occurrences quietly often demands quick thinking. If the mother considers that her child has become depraved she may snap out a reproof that cuts off the connection between herself and her son's increasing store of experiences. If, on the other hand, she realizes that he is merely sharing his new adventures with someone whom he trusts, then she will take the matter sanely, show him the danger of setting fires, the need of keeping our thoughts clean, and the stupid wrong thinking of swearing.

Often the young child is forced to decide that his conversation is worthless and undesired. Grown people talk a great deal. Unconsciously the child is impressed with the idea that talking is an accomplishment, and when after repeated practice the time arrives when he can contribute a sentence to the family group he is acclaimed as a hero. But let him contribute at the wrong

moment and disapproval rains upon him.

Herbert's mother could never spend time to listen to what he wished to tell her. It never seemed quite the right moment. She always had so much to say to the grown-ups of the family herself. She could see very quickly what Herbert was driving at, so she made the words for him, and then said, "Now, hush." Little by little Herbert gained the determination that he would not be snubbed that way. He would keep his news to himself; and he did.

It came to his mother's ears one day that there had been an entertainment in the third grade room. "You didn't come," her friend remarked. "I didn't know about it," was all she could say. "How queer! Your little Herbert took part, and he did so well; you should have seen him." "He never said a word about it," admitted his mother; and while it had embarrassed her to be remiss about attending the entertainment, she became very thoughtful when, tardily, she realized that she had made a silent confession, at least to herself.

The satisfactory mental unfoldment of a child is always a source of delight to parents; but of far greater importance, they well know, is his spiritual growth. It is not imperative for every man and woman to be a learned scholar. Much deeper is the need that every man and woman shall be a social unit, respecting and honoring his own individuality and that of every person with whom he deals.

### THE CARNEGIE FOUNDATION REPORT

The most interesting report that comes to the office is the annual report of the Carnegie Foundation. This year it is of particular interest. It deals with the economic situation in a number of articles, and in Part III. describes the research that is going on in Pennsylvania and the local provision for secondary education in Saskatchewan.

Below are a few paragraphs from the articles dealing with the economic situation that may be enough to give readers a desire to get the whole report.

#### Higher Education

There is only one immediate large policy that will help in a large way to make higher education increasingly effective, and that is a program of



sound economy in the management of the educational program and process.

The attention of university administrators now needs to be focused upon controlling expenditures where hitherto it has been centred on increasing income. Although long habit will make this adjustment difficult for many college executives, thoughtfulness applied to expenditures promises most in solving present and future problems.

Education is an indispensable service. No economy in education which greatly damages either the quality or the quantity required should be acceptable.

### **Aims in Education**

The school would do better to give its effort to developing fundamental powers and the open and acquiring mind that is readily adaptable in its operations. The application of this more effectual educational policy will broaden at the same time reduce the number of major lines in which college offerings are presented and it will also lessen the elective courses associated with them. There are four general ways of accomplishing this.

### **The Method of Education**

It is of the very greatest importance that our teaching processes be so re-organized and revised as to place more emphasis upon the learner.

In higher education our general tendency is to make the teacher work or instruct for as many hours as we assign credit to the course.

The one place where we seem to take courage to give credit on the basis of the work required of the student, as contrasted with the teacher, is in the graduate school.

The present marked tendency to make over practically all meetings of all classes to discussion or recitation, regardless of the nature of the subject or the maturity of the student, is not entirely rational. There is no reason why one course should be entirely made up of discussions and another entirely of lectures.

Of course, there are limits of class size, and these limits probably vary

with the nature of the subject and the particular earnestness and maturity of the students, but the general policy holds good. We can effectively teach in a single class a larger number of students than we once thought possible.

### **The Cost of Education**

Under the pressure of the growing democratic aspiration for the equalization of opportunity, we developed a national system of free education, open to all classes without tuition charge to the student. This was achieved first for elementary schools, then for high schools, and later for state universities and colleges.

There has been of late a marked recession from the policy of completely free tuition in state-provided higher education.

Something similar in the motivation of the political mind now begins to appear in recent and current proposals that a tuition fee should be charged in public secondary schools.

The suggestion that fees be charged is seldom heard in connection with the junior high schools. The public mind feels their close connection with the elementary system, from which two of their classes have been taken, even though the professional view is that junior high schools represent a first stage in secondary education.

The chief purpose of common schooling is to give a better universal basis for the more effective social behaviour of all the citizens or the members of the civilization.

To see that children and youths avail themselves of this basal education for citizenship is a common duty resting on all parents.

### **Equalizing the Cost of Education**

Economically less favored communities are now state-aided to a degree that enables them to escape their economic limitations and provide a minimum standard school system. This is the significance of all the vigorous recent efforts to establish state educational equalization funds.

In these present days, when mounting costs of government, to which the



expense of public education so considerable contributes, have become a colossal problem, it is being argued that the tax burdens should be reduced by diminished support to public education, at any rate during this period of economic disability, and perhaps even permanently. The theory emerges that completely free public schooling should be confined to the period of compulsory school attendance and that the student should contribute to carrying the cost of instruction in the post-compulsory school attendance period. Briefly, the view is that wherever the state compels attendance the state should provide education free.

State university fees are justifiable, but they should be kept as low as possible. Once they exceed, say, ninety or a hundred dollars the danger line is reached for a large number of students. It is better to economize in expenditures than to try to increase the income by excessive student fees.

It would appear that some limits on the numbers of persons trained for the professions and an adequate system of scholarships and fees are closely related matters.

The function of the university is to train youth to render those special services which society needs. In this training society can afford to enlist and to pay for only the best.

### Secondary School Objectives

We need to reverse our present order in the secondary school and college so as to make the objectives:

(1) The inculcation of sound habits of mind.

(2) The development of the mental powers by appropriate exercise.

(3) The furnishing of information.

And what are the principles that underlie the formation of sound habits of the mind? Mainly, two: First, that self help is the only way to an education. A child can be guided, but he educates himself.

Second, the habit of doing what is done, thoroughly, accurately, to the best of the child's ability. In the inculcation of these two habits of the mind

lies the fundamental difference between the educational process in America and in England, Germany and France.

The American child is tied to a text book in which all knowledge is predigested. The European child starts out with a pencil and a piece of paper and looks things up himself. He does his own digesting and later gets the criticism and advice or admonition of his teacher.

Three factors have had preponderating influence in determining the habits of mind of American school children.

The first is the ever-present text book. The child is the slave of the text and it becomes for him a mental soporific. It relieves him of the need to seek out information, to inquire, to compare.

The text book method of education in the hands of immature and poorly prepared teachers displaced the effort of the old-fashioned school to develop in children those habits of the mind that look toward independent effort, clear thinking, and sincere personal responsibility.

In admitting this, one must not forget the notable service rendered to the nation by the common schools and their teachers. Notwithstanding its fundamental defects, its weakness under political pressure, and its enormous cost, the service rendered by the public school has been a saving grace to the republic and this load to the shoulders of the children, where it belongs. This will come with the realization that education is grounded in sound habits lies in stimulating the personal effort of the child, not in stuffing him with predigested packages of knowledge.

### The Salary Problem

In one respect there has been a marked difference between the inflation in business and that in public education. As business expanded and the rise in production went forward by leaps and bounds, bonuses and inflated salaries multiplied. Officers were paid sums as bonuses out of all proportion, and in many corporations, including insurance companies, salaries were paid



on a scale that made them in effect unearned bonuses.

The inflation of the tax-supported agencies of education was a purely unselfish process as far as teachers were concerned. In fact, it has been an astonishing revelation of the altruistic attitude of the teacher.

There have been no bonuses and inflated salaries among the teachers.

A more subtle and dangerous factor in keeping unfit pupils in school is the political pressure that parents can, and do, bring upon a teacher, particularly in the grade schools.

The price of folly, whether national or individual, has to be paid before happiness and prosperity can be brought back, and there is no way in which folly can be paid for save in the coin of self-denial and hard work. In this effort the whole world is knit together, for the wisdom or the folly, the good sense or the foolishness, of one nation affects all the others.

But there ought to be a fair agreement as to the direction this adjustment of tax-supported education to the intellectual needs and the financial resources of the states ought to take.

### A Summary of Recommendation

The courses of study should be fewer and simpler, and should look toward the training of the habits of the mind

rather than the furnishing of information. In other words character and the ability to think are the real aims of the elementary school.

The secondary school should carry a tuition fee as it does in Europe, and the standard of admission should be such as to exclude the manifestly unfit.

There was a day when the state might have been justified in training teachers, lawyers, physicians, and engineers at public cost. That day has gone by.

In the first place, those responsible for education must realize that a far-reaching reorganization of tax-supported education is inevitable. It is vital that such readjustment shall be the result of educational statesmanship, not of hostile and ignorant desire for economy.

In the second place, it is important that the teachers in the public schools should not be confused or unduly alarmed at such a proposal. A system of public schools adjusted to a simpler and more sincere program will offer a vocation far more desirable than that of the teacher of today, upon whom the pressure becomes every year heavier and harder to bear. Next to the pupils the teachers have the most to gain by a readjustment of the aims and plans of tax-supported schools.

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### FAIRIES

I wonder where the fairies sleep,  
I would like to know  
What they do in winter time  
When it starts to snow.

All in the summer moonlight,  
If you take a peep,  
In each little flower you'll find  
A fairy fast asleep.

But when the snow is on the ground  
I wonder what they do  
Have they got hot-water bottles  
Same as me and you?

—Effie McTaggart.



# Manitoba Educational Association 28th Convention

ROYAL ALEXANDRA HOTEL  
WINNIPEG

April 18th, 19th and 20th, 1933

## REDUCED RAILWAY RATES

1. **Thirty Meetings** covering developments in elementary and higher education, the whole forming a short course in educational principles and practice.
2. **Commercial Exhibits** of school work, text books, and appliances.
3. **Music** under the auspices of the Manitoba Music Teachers' Association and the School Music section of the M.E.A.
4. **Reunion Dance** under the auspices of the Manitoba Summer School.
5. **Social Gathering and Dance** at the Winnipeg Normal School.
6. **Special Educational Exhibit** of working models at the Winnipeg Auditorium.
7. **Distinguished Visiting Speakers** including Dr. Lorne Pierce, Toronto; Professor Homer J. Smith, University of Minnesota; and Dr. G. T. Buswell, Professor of Educational Psychology, School of Education, University of Chicago.
8. **Demonstration Classes.**
9. **Annual General Meeting** at the Playhouse Theatre.
10. **Afternoon Tea** as guests in the Private Dining Rooms of the Hudson's Bay Company.

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